

# The School and Community

Published Monthly by The Missouri State Teachers Association

Columbia Missouri

VOL. X.

MARCH, 1924

NO. 3

"I WILL LIFT UP MINE EYES."

"BECAUSE mine eyes were lifted high  
I lost what I had won—  
I might have loved the moon  
Had I never seen the sun.

"Had I not heard the roar and dash  
Of a great wave by the sea,  
The babbling of a little brook  
Might have seemed a wondrous threnody.

"But these will soon pass away;  
They are but a little thing—  
I might have loved a clown  
Had I never seen a King.

—Author Unknown



# THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. X.

MARCH, 1924.

NO. 3

Published monthly, except July and August, at Columbia, Mo., by the Missouri State Teachers' Association under Article VI, section 6 of the Constitution of the M. S. T. A., under the direction of the Executive Committee.

Entered as Second-Class matter, October 29, 1915, at the Postoffice at Columbia, Missouri, under Act of March 3, 1879.

Annual membership dues \$2.00. 60 cents of which is to cover cost of The School and Community. Subscriptions to non-members, \$2.00 a year. Acceptance for mailing at special rate provided for in Section 1103, Act of Oct. 3, 1917, authorized May 17, 1921.

Change of Address—If you have your address changed give old as well as new address.

## General Officers and Committees, Missouri State Teachers' Association, 1924

Next meeting, Kansas City, November 12-13-14-15, 1924.

### General Officers

John J. Maddox, President, St. Louis, Superintendent of Instruction Board of Education; C. E. Burton, 1st Vice-President, Superintendent Wayne County Schools; Vest C. Myers, 2nd Vice-President, Charleston, Superintendent of Schools; Frankie Cornell, 3rd Vice-President, Hannibal, Vocational Teacher, Public Schools; E. M. Carter, Secretary-Treasurer, Columbia, Secretary Reading Circle Board, Business Manager The School and Community; Thos. J. Walker, Columbia, Editor The School and Community, and Assistant Secretary.

### Executive Committee

J. N. Crocker, Chairman, Cape Girardeau, Superintendent Public Schools; John J. Maddox, Ex-Officio, St. Louis; Miss Clara Gardner, Joplin, Teacher Joplin High School; Miss Elizabeth L. White, Jefferson City, State Supervisor Rural Schools; Uel W. Lamkin, Maryville, President Northwest Missouri State Teachers College; Annie E. Riddle, St. Joseph, Primary Teacher; Russell A. Sharp, Kansas City, Teacher Northeast High School.

### Committee on Teachers Salaries and Tenure of Office

A. G. Capps, Chairman, Columbia; Miss Pauline Humphreys, Warrensburg; Miss May Farr Hiatt, Kansas City.

### Committee on Legislation

M. B. Vaughn, Chairman, Montgomery City; Eugene Fair, Vice-Chairman, Kirksville; John B. Boyd Secretary, Jefferson City; Miss Genevieve Turk, Gladstone School, Kansas City; C. E. Burton, Piedmont; Miss Sue S. Perkins, Teachers College, Springfield.

### Committee on Sources of Larger Revenue

R. V. Harmon, Chairman, Westport High, Kansas City; H. R. Tucker, Cleveland High, St. Louis; W. H. Zeigel, Teachers College, Kirksville.

### Committee on Professional Standards and Ethics

O. J. Mathias, Chairman, 725 Military Road, St. Louis; Miss Frankie Cornell, Hannibal; James R. Kerr, Chillicothe.

### Reading Circle Board

Charles A. Lee, Ex-Officio, Jefferson City; John J. Maddox, Ex-Officio, St. Louis; Elizabeth L. White, Jefferson City, 1923; Louis Thellmann, Breckenridge, 1924; Elmer H. White, Lexington, 1925.

### Committee on Practical Citizenship

J. J. Oppenheimer, Chairman, Columbia; L. E. Mosler, Springfield; Miss Adda M. Starrett, Teachers College, Springfield; G. W. Deemer, Kansas City; Eugene Fair, Kirksville; J. D. Eliff, Columbia.

### Committee on Teaching of Fine Arts in High Schools

Miss Jean Kimber, Chairman, St. Louis; Miss D. D. Wetsel, Springfield; H. H. Kurtzworth, Kansas City; Mrs. Margaret Squires, Springfield; Miss Olive DeLoe, Maryville.

### Committee on State Junior and Senior High School Course of Study

Dan M. G. Neale, University of Missouri, Columbia; Mr. Armand H. Miller, McKinley High School, St. Louis; Mr. John B. Boyd, State Department of Education, Jefferson City.

### Committee on State School Survey

State Superintendent Chas. A. Lee, Jefferson City; President Joseph A. Sereba, representing the Teachers Colleges, Cape Girardeau; Superintendent W. M. Oakerson, Jefferson City; County Superintendent T. R. Leach, Sedalia; Mr. George Melcher, Assistant Superintendent of Instruction, Kansas City; Mr. John J. Maddox, Superintendent of Instruction, St. Louis; Dan M. G. Neale, University of Missouri, Columbia; Miss Anna E. Riddle, representing Executive Committee, St. Joseph; Superintendent J. N. Crocker, representing Executive Committee, Cape Girardeau; President Uel W. Lamkin, representing Executive Committee, Maryville; Miss Pauline Humphreys, Warrensburg.

### Teachers Retirement Fund Committee

Mr. Russell A. Sharp, Chairman, Kansas City; Mr. T. E. Spencer, Board of Education, St. Louis; Miss Ella Leighton, St. Joseph.

### Committee on Bureau of Research

Mr. Russell A. Sharp, Chairman, Kansas City; Miss Anna E. Riddle, St. Joseph; Mr. George Melcher, Kansas City; Mr. G. R. Johnson, St. Louis; Mr. A. G. Capps, University of Missouri, Columbia.

### Constitutional Convention Committee

Isidor Loeb, Chairman, Columbia; Belmont Farley, Secretary, Cape Girardeau; Miss T. C. Geis, Harris Teachers College, St. Louis; A. C. Moreland, Jefferson City; J. W. Thalman, St. Joseph; Prof. J. D. Eliff, Columbia; H. E. Blaine, Joplin.







## AMERICAN IDEALS

Many city superintendents, high school principals, and teachers throughout the country have expressed a very clear conviction concerning the necessity for teaching American Ideals in the seventh, eighth and ninth years. They believe this work should be mainly beautiful literary appreciations, both prose and poetic, of our country and its institutions as expressed by the prominent characters who have made our country what it is.

McBrien's "AMERICA FIRST" meets this viewpoint perfectly. Note the table of Prose Contents:

### The Continental Congress—A Dramatization

America First.....	Woodrow Wilson
The Meaning of the Flag.....	Woodrow Wilson
Makers of the Flag.....	Franklin K. Lane
The Flag of the Union Forever.....	Fitzhugh Lee
Farewell Address.....	George Washington
Washington.....	John W. Daniel
Abraham Lincoln.....	Henry Watterson
Second Inaugural Address.....	Abraham Lincoln
Robert E. Lee.....	E. Benjamin Andrews
Our Reunited Country.....	Clark Howell
The Blue and the Gray.....	Henry Cabot Lodge
A Reminiscence of Gettysburg.....	John B. Gordon
The New South.....	Henry W. Grady
The Duty and Value of Patriotism.....	Archbishop Ireland
Our Country.....	William McKinley
Behold the American.....	T. DeWitt Talmadge
The Hollander as an American.....	Theodore Roosevelt
The Adopted Citizen.....	Ulysses S. Grant
Our Navy.....	Hampton L. Carson
The Patriotism of Peace.....	William J. Bryan
A Plea for Universal Peace.....	George W. Norris
Gettysburg Address.....	Abraham Lincoln
Neutrality Proclamation.....	Woodrow Wilson

In addition the book contains eighteen well-known selections under "Poetry of Patriotism."

### AMERICAN BOOK COMPANY

330 East 22d Street,  
Chicago, Illinois.

New York.

Cincinnati.

Chicago.

Boston.

Atlanta.

## "PICTURES SPEAK A UNIVERSAL LANGUAGE"

The child learns through experience.

To provide adequate experiences for the child during his school life is the problem of the modern educator.

Keystone Stereographs and Lantern Slides, fully indexed to meet school needs, provide these necessary experiences.

There is a Keystone Representative in your district who is a trained and experienced educator. He will be glad to demonstrate Keystone material.

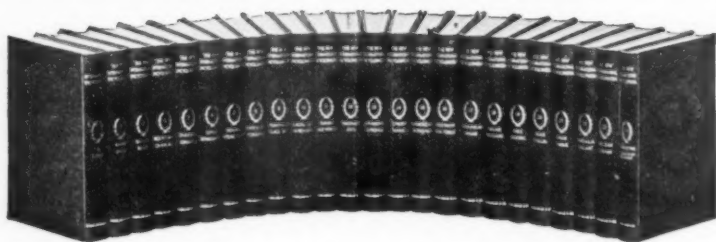
WRITE TODAY.



Copyright K. V. Co.

**KEYSTONE VIEW COMPANY, Inc.,**  
MEADVILLE, PENNA.

Keystone has purchased the Stereoscopic and Lantern Slide Department of Underwood & Underwood.



## THE NEW INTERNATIONAL ENCYCLOPEDIA

**SECOND EDITION WITH REVISIONS**

**24 Volumes—80,000 Articles**

**LATEST**

**GREATEST**

**BEST**

The leading American Reference Work. Approved for schools in Missouri. Preferred to all others everywhere. Immediate delivery of full set, express prepaid. Payment may be extended over one or two years if desired. No interest charged.

Write Kansas City Office for **FREE** Sample Pages and full Particulars.

**DODD, MEAD & COMPANY, Inc., Publishers,**  
319 Shukert Building, Kansas City, Mo.

(Mention THE SCHOOL AND COMMUNITY when writing)



## ***"Fit" For Leadership.***

It is a privilege to be a teacher of the children and the youth of a great country.

(Certainly, teaching has its hardships, just like everything else; and the other fellow's job always seems better—for "romance sits on every sail on the horizon but our own".)

To keep ourselves mentally and physically in tune for the accomplishment of our task of moulding the mind of the future, we must attend carefully to our posture,—and that means we must wear proper shoes.

The Cantilever is such a shoe. It is not one of the many shoes made just to be sold. It is made to be worn; it is designed to keep the foot in health; it is planned to help us to achieve good posture, enjoy comfort and to walk correctly. It gently supports the arch of the foot,—but flexibly, as a doctor's bandage, permitting a weak foot to regain strength through exercise and a normal foot to maintain its "tone".

So, the Cantilever Shoe will help us to keep fit—to do our work as leaders of the younger generation.

The exclusive agencies listed below will be glad to explain the action of the Cantilever Shoe, and to show you how good looking, as well as comfortable, it can be on your foot—and that's the "proof of the pudding."

### **CANTILEVER STORES IN MISSOURI**

**COLUMBIA—** C. B. Miller Shoe Co.

**KANSAS CITY—** Cantilever Boot Shop, Room 300 Altman Bldg., 11th and Walnut Sts.

**SEDALIA—** Courtney Shoe Co.

**ST. JOSEPH—** Cantilever Boot Shop, 216 N. 7th St. (Arcade Bldg.)

**ST. LOUIS—** Cantilever Shoe Shop, 516 Arcade Bldg., Olive & 8th Sts.

## The Macmillan Pocket Classics

are more widely used in high schools than any other series. Why? These are the reasons:

1. They are edited by high school teachers of English who know the pupils' needs in notes and other explanatory material.
2. They are handsomely and substantially bound in cloth with gold lettering. Their size is the most convenient.
3. The list of titles (nearly 200) enables us to meet the needs of every teacher.
4. The price is uniform and cheap. Every title is 36 cents net, f. o. b., Chicago.

USE THESE CLASSICS FOR YOUR  
OWN SATISFACTION AND THE  
SATISFACTION OF YOUR PUPILS

Send in your order. Write us for Contents Catalog and Study Outlines.

### THE MACMILLAN COMPANY

Prairie Ave. & 25th St.

Chicago, Illinois

## "MARK HOPKINS SAT ON ONE END OF A LOG —AND A STUDENT SAT ON THE OTHER"

### And That Was A School

Mark Hopkins was a real teacher; the student was a real student; and the log served as desk, classroom, laboratory, and campus; and the lesson, no doubt, was a practical lesson.

The world has moved along since the day of Mark Hopkins, but the indispensable factors in college training are still the same; teachers, students, material equipment, and a course of study.

There are four parts to the secret of the success of Stephens College:

1. A Faculty unexcelled for junior college instruction.
2. A loyal, high-minded student body with a wholesome spirit of work and play.
3. The steady expansion of buildings, grounds and equipment to meet the educational demands of a rapidly increasing enrollment.
4. A course of study scientifically adapted to modern needs and conditions—and especially to the needs of women.

For complete information regarding any of the College Departments, or the Conservatory of Music, write to

PRESIDENT JAMES M. WOOD,  
Stephens College, Columbia, Mo.

## THE CHILDREN'S MAGICAL HOUR

When you tell your pupils to open their readers, do their faces brighten with enthusiasm? If you would make this their magical hour, you must have reading matter which will hold their interest and develop their ability to read. Such readers are:

### The Field Readers

The Field Readers are delightful. The carefully chosen vocabulary does not limit the interest and freshness of the selections; the children read easily because they read with delight. The stories are not to be found in any other readers.

### The Young and Field Literary Readers

Selections from the best literature, carefully graded, logically arranged, and accompanied by helps and questions which increase the appreciation.

## GINN AND COMPANY

2301 Prairie Avenue,

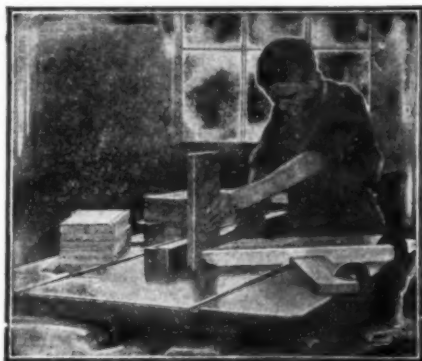
Chicago, Illinois.

## "On the Manufacture of A Teacher's Flat Top Desk"

The title of a Book which deals with the machine operations involved in the manufacture of a teacher's desk and school furniture in general.

Illustrated with many pictures showing the correct procedure in operating the various machines.

A Book the teacher will welcome because of its practical value in his class work.



Write for a copy—no charge.

**American Wood Working Machinery Co.**

**ROCHESTER, N. Y.**

## CENTRAL MISSOURI STATE TEACHERS COLLEGE

Is unexcelled in its Faculty, its Library, its Demonstration Farm, its Music and Art, its Fine Buildings and Laboratories. Its new Auditorium, just completed, is declared to be one of the finest in the United States. This is the last of the fire proof buildings erected since the fire of 1915.

The special work of the school is to prepare teachers. One hundred thirty-five degrees were granted this year. Seven hundred fifty-two certificates to teach were granted within the year, and yet, the demand for the graduates of this institution remains unsatisfied.

In Warrensburg, the cost of living is small and the returns are large.

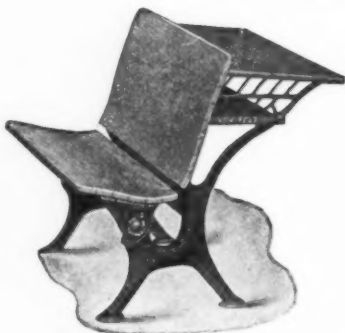
The Spring term will begin March 11th. Write for catalog.

**DR. E. L. HENDRICKS, President**

**DR. C. A. PHILLIPS, Dean.**

## QUALITY WITH SERVICE

THIS IS THE PEABODY WAY



THE OLD RELIABLE  
STILL THE LEADER The  
School Desk Built Right—

### THE ARRANGEMENT OF SCHOOL ROOM SEATING

Is A Scientific Study

which requires more than the knowledge of how to draw a plan of seats in a room to scale. We have been actively engaged in this study for over thirty years and offer you free of any obligation the fruit of our experience and study.

You may have this service for the asking.

The Peabody Seating whether in the Stationary desk, the Tablet Arm Chair or the Movable Chair Desk is designed to fit the child and provides for his growth and development in health of body and strength of mind.

**May We Have the Opportunity to Serve You?**

**SCHOOL FURNITURE-EQUIPMENT-ALL KINDS OF SUPPLIES  
COMPLETE WAREHOUSE STOCKS INSURE YOU QUICK SERVICE**

**PEABODY SCHOOL FURNITURE COMPANY OF TOPEKA, KANSAS**

## Mc CONNELL'S TWO GREAT SETS OF HISTORICAL MAPS

Sets Nos. 24 and 25

Size of each set, 40x52 inches  
Price of each set with adjustable steel  
stand, \$58.00.

With all steel map hanger \$5.00 extra.

### Set 25—McCONNELL'S MEDIEVAL HISTORY

#### EDITORS

R. M. TRYON, Ph.D., University of Chicago  
A. G. TERRY, Ph.D., Northwestern University.  
C. L. GROSE, Ph.D., Northwestern University  
E. LAUER, M.A., Northwestern University.

To follow the course in Ancient History, the Committee of Seven recommended a course in Medieval and Modern European History with considerable emphasis on English History. This set of maps gives the necessary historical geography for this course as it is usually taught. As will be observed by a glance at the names of the maps listed below various phases of life are covered, the religious, commercial, industrial as well as the political. The naming, dating, and distributing of the maps receive in this field the same painstaking care that was given them in the field of Ancient History. All of these important features may be seen in the following list of the maps in the set.

2. Physical Map of Europe.
3. Europe at the Death of Charlemagne, 814.
4. Europe after the Treaty of Verdun, 843.
5. Feudal France and Germany about 1000.
6. Europe about 1000.
7. Roman and Anglo-Saxon Britain.
8. Early English Kingdoms.
9. Norman Conquests in England.
10. The Spread of Christianity, 400 to 1100.
11. Crusading Europe.
12. The Hundred Years War.
13. Industrial and Commercial Europe about 1360.
14. Political Europe about 1360.
15. The Ottoman Turks in Europe and Asia about 1460.
16. Europe and the Near East in 1519.
17. The Voyages of Discovery to 1610.
18. Christians and Mohammedans in 1600.
19. Europe in 1648.
20. Bourbon France, 1600-1715.
21. Europe in 1740.
22. Europe in North America after 1713 and after 1763.
24. Colonial Empires in 1763.
25. Europe in 1789.
26. Partitions of Poland, 1772-1795.
27. Europe under Napoleon, 1810.
28. Europe after the Congress of Vienna, 1815.
29. The World in 1815.
30. The Unification of Germany.
31. The Unification of Italy.
32. Europe after the Congress of Berlin, 1878.
33. The Balkan States, 1815-1914.
34. Europe, Political and Industrial, in 1914.
35. Colonial Possession of World Powers in 1914.
36. The World War—Western Area.
37. The World War—Eastern Area.
38. The Turkish War Area, 1914-1918.
39. The Far East, 1914-1918.
40. The Nations at War in 1918.
41. The Races of Europe.
42. Europe after the treaties of 1910-1920.
43. Middle Europe after the Treaties of 1919-1920.
44. The World after the Treaties of 1919-1920.

See our exhibit D. 20 at N-E. A.

**Mc CONNELL MAP CO.**  
213 Institute Place Chicago, Illinois



## The World Book

Is a Ten-Volume Reference Work or  
Encyclopedia

Is a School Book Approved for the  
Schools of Missouri  
and  
Meets the Requirement for Approved  
Rural Schools.

It supplements the Course of Study.

The information is given in simple readable language. The children who use this book are better prepared in their class work and will be better prepared in their life's work. THE WORLD BOOK is the most popular reference work in use in the schools today.

**The World Book Gives Satisfaction**

Write for our Project Study Booklet sent Free  
to Teachers on Request. Write to or

Place Order With

**Roach-Fowler Publishing Co.**  
Kansas City, Missouri

E. M. Carter, Sec'y.  
State Teachers Ass'n.  
Columbia, Mo.

Missouri Store Co.  
Columbia, Mo.



# WASHINGTON UNIVERSITY SAINT LOUIS



Summer Session—1924

## UNDERGRADUATE COURSES

## GRADUATE COURSES

### SPECIAL COURSES FOR TEACHERS

In

Education, Physical Education, Vocational Education, School Hygiene, Psychology, Physiology, Sociology, Philosophy, Mathematics, English, General Literature, French, Latin, Spanish, Economics, Political Science, Geography, Geology, Chemistry, Physics, Botany, Biology, Commercial Subjects, Engineering, Law.

Washington University is one of the largest and best equipped urban Universities in the Middle West. Situated in St. Louis, adjoining Forest Park, it combines suburban location with the social, musical and artistic advantages of a large city.

For Bulletin of the Summer School address the Director of the Summer Session, Room (206), University Hall.

**WASHINGTON UNIVERSITY, St. Louis, Mo.**

## Suggested Texts and Course of Study in Social Science for Missouri

Year	Course I (5 units)	Course II (4 units)
1st	Citizenship and Vocations (1 u) (Dunn's Community Civics)	Citizenship and Vocations (1 u) (Dunn's Community Civics)
2nd	First Year European History (1 u) (Webster's Early European History)	Modern World History (1 u) (Webster's World History)
3rd	Second Year European History (1 u) (Webster's Modern European History)	American History emphasizing Missouri History (1 u)
4th	American History emphasizing Missouri History (1 u) (Violette's History of Missouri) American Problems (1 u) (Williamson's Problems in American Democracy or Williamson's Introduction to Economics)	(Violette's History of Missouri) American Problems (1 u) (Williamson's Problems in American Democracy or Williamson's Introduction to Economics)

**D. C. HEATH & COMPANY**

1815 Prairie Avenue

CHICAGO

## SUMMER SCHOOL 1924

Plans for the Summer Quarter 1924 are now complete, and the administration is pleased to announce the most attractive courses and the strongest special faculty in the history of

## COLORADO STATE TEACHERS COLLEGE

Nearly 300 courses, designed especially to meet the needs of the Administrator, Superintendent, Supervisor, the Professional Teacher. Special Faculty of forty eminent educators, in addition to the regular faculty.

**QUARTER BEGINS JUNE 10.**

Write now for information, to

**GEO. WILLARD FRASIER, Vice-Pres.**  
**Greeley, Colorado.**

**This FREE Book is  
for History Teachers.**

**It Points the Way to  
Interested, Scholarly  
History Classes.**

Booklet describes maps that have revolutionized history teaching methods. It shows how to emphasize social and industrial factors as well as political. Also illustrates and explains use of maps before classes so will give you an excellent idea of how "visual" education methods are applied to history teaching. Just send MEMO and booklet will be sent by return mail.



Portion of an actual Map used for cover.

**A. J. NYSTROM & CO.**  
2249 Calumet Ave.,  
Chicago, Ill.

Kindly send me a copy of the W-K-H Booklet 113W

Signed \_\_\_\_\_  
Address \_\_\_\_\_  
Position \_\_\_\_\_

School men—how do you spend your summer vacation?

You can earn as much or more money in the three summer months selling Kaustine Toilets and Kaustine Heaters as you "get" the other nine, teaching.

A teacher who develops himself into a good salesman, develops himself thereby into a better teacher and a good salesman is the most independent human being living.

Write:

**Kaustine Company, Inc.**  
**BUFFALO, NEW YORK.**

for information about summer work.

## STATE OF MISSOURI STATE TEACHERS COLLEGE SPRINGFIELD

Full collegiate courses in all subjects. Opportunities for specialization in Home Economics, Agriculture, Kindergarten, Grade and High School Teaching.

Modern Commercial Department.  
An Unexcelled Conservatory of Music.

Courses by Correspondence and Extension.

Fee in any department \$12.50 for the term.

Spring Term, March 11, 1924.

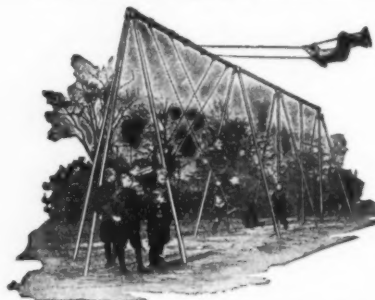
**STATE TEACHERS  
COLLEGE  
SPRINGFIELD**

# The School and Community

## TABLE OF CONTENTS

	Page		Page
Editorials .....	123	Bible Credit in High Schools and Colleges.....	139
Where Shall We Save.		Child Hygiene and School and Home Sani-	
The Age of Ignorance.		tation .....	142
Shameful Ignorance of the Bible.		State Department of Education .....	144
Financial Statistics of Education in U. S. ....	125	Standards for Accrediting High Schools .....	145
Where Does Missouri Rank? .....	127	Picture Study for March .....	147
The Better Schools League .....	130	Department of Physical Education .....	147
Resolutions of School Administrators .....	135	Frank Hamsher—An Appreciation .....	149
Beginning the School Budget .....	136	Items of Interest .....	150
		New Books .....	151

The season approaches when provision must be made for outdoor exercise and recreation.  
What are you doing to provide for and improve your Playground Equipment?



Everwear and Giant Playground equipment provides ample means at relatively small cost for rightly directing physical activities along healthful lines. Write for Special Catalog.

### JANITOR SUPPLIES

We have just taken on the distribution of the National Renovating & Supply Company's Products of Disinfectants, Cleaners, Polishes, and Casmire Process for renovating pupil's desks.

Ask for estimate on renovating jobs.

Our large stock and our increased facilities, backed up by our desire to serve, insures our patrons prompt and efficient handling of all orders intrusted to our care.

## SUPERIOR SCHOOL SUPPLY COMPANY

1529-31-33-35 Walnut St.

Kansas City, Mo.



# EDITORIAL

**T**ALKING of taxes, we should not forget that our heaviest tax is the tax imposed by ignorance. On another page is published a graph showing how we spend our income in the United States. It is based on well authenticated figures secured from the most reliable sources. It is worth studying. It challenges our patriotism, our Christianity and our educational system. With the facts in mind which this graph discloses it should be easy to determine where expenses should be curtailed and where increased. Our living expenses

## WHERE SHALL WE SAVE?

consume slightly less than one-fourth of our income, luxuries are demanding more than one-fifth of what we earn, waste eats up about one-seventh, crime, robs us of one-fifth of our hard earned dollars, government expenses, other than criminal costs, levy a toll of about one twenty-fourth. We spend the shamefully little one sixty-sixth of our income for education and then some of us have the colossal nerve to whine about the "enormous costs of education." We spend of our national income one one-hundred-thirtieth for churches and claim that we love the Lord and his work; we contribute one and one-half per cent of it for education and an incipient candidate for governor who thinks himself a statesman says we are "going wild over education," and in every community we find, in varying numbers, those who vote against a reasonable tax levy for the support of schools.

We will be better off when we save some of the  $8\frac{1}{2}$  per cent of our income that crime costs us, we will be better people too; we will be thriftier and happier when we learn how to curtail the waste that is taking 14 per cent of our income; we wouldn't suffer much if we should cut our budget of 22 per cent for luxuries; but what sort of economy will it be to reduce our expenditure for schools and for churches? By saving, even a little, from the budget for crime, waste and luxury we should be able to do a great

deal more for education and Christianity than we do.

To doggerelize a once popular quotation: Were ten per cent of what our luxuries cost us

Bestowed to educate our growing youth,  
Were less than half of what our wastes have lost us

Invested in attainment of the truth;  
Were some of what our ignorance be-smirches

Spent thoughtfully in teaching right to do,  
We'd double what we spend for schools and churches

And be the happier, and the richer, too.

**I**T is not the stone age, or the dark ages, or any epoch of benighted barbarism among heathen savages in the obscure corners of the earth, but in the twentieth century, here and now. For all our boasted education, and enlightenment we are in

## THE AGE OF IGNORANCE

some respects more lamentably ignorant than the ages that preceded us, and that we are accustomed to look down upon with contempt.

The nineteenth century accumulated such vast stores of possible knowledge, piled up such masses of useful as well as useless information on all conceivable subjects, delved so deep into the limbo of uninvestigated fact, that no man can properly utilize or formulate the general results of its researches, to say nothing of grasping the details, in even a few of the infinite fields of discovery.

For the person of ordinary intelligence and training the fact may be either a comfort or a discomfort, according to the way he looks at it. It may be a relief to know that others are well-informed, even though you are not. It may be an annoyance to feel that others have education and you lack it. But nowadays no one is educated; no one ever will be again. Two hundred years ago a man could with reasonable application familiarize himself with what was

really significant in the wisdom of the world. Now the mere attempt would be ludicrous. There are no longer any scholars. There are specialists; that is, men who recognize what is possible at the start and seek to master only one little acre in the vast realms of knowledge. But unfortunately even the specialist is outdistanced. With a hundred books a year published on his particular subject, he cannot pretend to keep up with what it is indispensable that he should know. Unfortunately, too, specialties are so correlated that you cannot really know one without knowing a dozen others.

What is the remedy? There is this obvious lesson; that education must come to deal more and more with doing rather than with knowing. The nineteenth century rated mere knowledge too high. The twentieth must effect an adjustment by which we shall train our habits and instincts of living to the highest possible efficiency and trouble ourselves much less with the barren why.

—Youth's Companion.

**A**RE our Sunday schools functioning? Surveys recently reported from Indiana, studies by Professor Crissman which are reviewed in this number of the **SCHOOL AND COMMUNITY**, and the general observations of people interested in Bible study indicate that Sunday schools are not imparting knowledge of Bible facts to the rank and file of the children. **SHAMEFUL IGNORANCE OF THE BIBLE** Boys and girls in the high schools and young men and women in the colleges appear to be grossly ignorant of the content of the Book of books. Why?

Is it because many are not attending Sunday school? Professor Crissman's study indicates that those attending Sunday school are better informed than those who do not attend. Is the difference enough to justify any sanguine hopes of improvement through the Sunday schools as they exist? Those who sit in Sunday school classes are frequently impressed by the lack of Bible information that is imparted especially in

adult classes. Inspirational addresses, moral platitudes, sensational twaddle, and spineless orthodoxy are frequently the sole content of what the listeners get. Very little of the Bible is taught.

This same idea of teaching (?) extends into the grades with variations to suit the ages of the pupils or the knowledge of the teacher. Getting an attendance is such a problem and is so emphasized in the Sunday school that it sometimes seems to be the chief end. A large class is the ambition of every teacher. The program must be made attractive at any cost. Good music is essential; it attracts and holds attendance. No preparation on the part of the student (?) can be required; such a procedure might keep someone away. Too much time given to the lesson does not leave enough time for stunts and general entertainment. And so the Sunday school loses its Bible teaching features in a large degree. Yet it appears that those who attend these classes are better informed on the facts of the Bible. It is an open question, however, as to which is cause and which is effect. They may have more information because they attend or they may attend because they have more information, or because the same home influence which causes them to attend Sunday school has also given them a better knowledge of the Bible.

It is our humble opinion that a Sunday school should be a real Bible school in which teachers are qualified to teach the subject matter of the Bible, and where children are required to learn this subject matter. It should take on more of the character of a school and less of the form of glorified entertainment. If it is worthwhile it should be supported adequately and on a business basis. Its objectives should be clear cut and one of the important objectives should be the imparting of Bible information. Professor Crissman's study is in the direction of such objectives and is worthy of the most careful consideration of those who believe that the Bible is of sufficient importance to be taught, studied and known.

Many teachers will change their addresses in March, April and May. If you are one of these please notify us of such change. Postmasters do not forward magazines.

## Financial Statistics of Public Education in the United States

**C**AN the people of the United States or of any individual state afford to continue their present generous program of public education? The answer to this question for all who would base their statements about public educational expenditures on a solid foundation of fact rather than on mere opinion, is to be found in one of a series of volumes being issued by the Educational Finance Inquiry under the chairmanship of Professor George D. Strayer of Teachers College, Columbia University. The particular volume, *Financial Statistics of Public Education in the United States, 1910-1920*, just off the press, was prepared for the Inquiry by Dr. Mabel Newcomer, professor of economics in Vassar College.

The statistics on the actual total costs of public education for the years 1910, 1915, and 1920 become available for the first time in this volume. But the book does much more than give statistics. It presents figures free from many of the errors which often creep into discussions of the costs of public education. Of many examples that could be cited, the treatment of the rise in educational costs is typical.

The very first paragraph runs:

"The cost of public education in the United States, measured in actual dollars, increased much faster from 1910 to 1920 than in any preceding ten-year period since 1870. This does not take into account the changing value of the dollar."

Then since there is no generally accepted index of purchasing power of the dollar with which to compare educational costs, the country's income and total governmental expenditures are used for comparison. Because for any given year, the educational expenditures, and the income are all measured in dollars of that year, the changing value of the dollar does not affect the comparison. When the comparisons are made in this way, the total educational costs take on an entirely different meaning. In 1920 public education received 1.7 per cent of the income of the United States, as compared with 1.6 per cent in 1910 and 2 per cent in 1915. In 1920 education used 1 per cent of total national governmental expenditures, as compared with 1.3 per cent in 1910. In 1920 edu-

cation received 30.1 per cent of total state governmental expenditures, as compared with 37.6 per cent in 1910. In 1920 education received 29.6 per cent of total local governmental expenditures, as against 26.6 per cent in 1910.

### The Rising Cost of Education.

The per-capita expenditures (total population) for public education, as measured in actual dollars, not only increased rapidly from 1910 to 1920 but they varied widely in the states for both years. The difficulty of making proper allowance for the decreased purchasing power of the dollar in different sections of the country, makes the variations more significant than the raw figures for the increases. In 1910, the highest per capita for education was \$10.38 for Nevada, the lowest, \$1.66 for Alabama. In 1920, thirty states had a per-capita expenditure greater than the highest state had in 1910. In this same year, the highest per capita was \$24.46 for Montana, the lowest, \$4.36 for Kentucky. In 1910, only 14 states had a per capita over \$7 and they represented all parts of the country. In 1920, the corresponding figure was over \$15 for 16 states, all in the West, or Middle West, with only one, Indiana, east of the Mississippi.

### Education's Share of Governmental Expenditures.

In spite of its rapidly mounting costs, education in 1920 received a noticeably smaller percentage of national and state governmental expenditures than in 1910. Only in the case of local governmental expenditures did its percentage increase in this period.

From 1910 to 1920 the percentage of total governmental expenditures devoted to education decreased one-third. The percentage of total national governmental expenditures one-fourth. The percentage of total state governmental expenditures devoted to education decreased one-fifth. The percentage of total local governmental expenditures received by education increased, but only one-ninth. Twenty-four states applied a smaller percentage, and twenty-four states a larger percentage of their total state and local government expenditures to education in 1920 than in 1910. Both sets of twenty-four were distributed fairly evenly, throughout the



country. However, in the East and the West, more states increased than lowered their percentages for education, while in the Middle West and the South more states lowered than increased their corresponding percentages.

The percentages of governmental expenditures applied to education were in 1920, in general, smallest in the states with the largest per capita income, and largest in the states with the smallest per-capita income. In that year, of the highest twelve states on percentages of total governmental expenditures going to education, only four were in the upper half of the states ranked on per-capita income. Of the lowest twelve states on percentages for education, eight of them, or two-thirds, ranked among the upper half of the states on per-capita income.

#### **Costs of Education and of Highways.**

The best single item for comparison with the increasing educational costs is the cost of highways. Between 1910 and 1920 the cost for highways increased at a far greater rate than the cost for education in all governmental areas except local ones. Thus of total state governmental expenditures, the percentage for education in 1920 had decreased to only four-fifths of what it was in 1910, while the percentage for highways in 1920 had increased to five times what it was in 1910. The per-capita state expenditures for highways in this decade increased five times as fast as the corresponding figures for education.

#### **The Cost of Public Education in Relation to Income.**

While in 1920 public education expenditures amounted to 1.7 per cent of the income of the people of the United States, individual states devoted markedly different percentages of their income to this purpose. Thus in 1920 Montana so spent 4.4 per cent of the income of her people, while Maryland spent only .8 per cent, or less than one-fifth as large a percentage. In 29 out of 48 states less than 2 per cent of the income of the people of the several states was devoted to public education. In 19 states 2 per cent or more of the income of the people was spent for this purpose. In the wealthy and thickly populated states, the percentage of the income spent for public education was relatively low. For example, in New York which had the largest per-capita income it

was only 1.2 per cent, and the state was in the lowest sixth of the states on this item. The corresponding percentages for Massachusetts, Illinois, Ohio, and California were, respectively, 1.2, 1.4, 1.7, and 1.8, and they were all on this item at least ten ranks below their standing on per-capita income. The larger percentages of the income of the people devoted to public education were found in the sparsely settled parts of the country, particularly in the Northwest. The percentage of the income of the people devoted to public education was 4.4 in Montana, 4.0 in North Dakota, 3.8 in Utah, 3.4 in Idaho, and 3.1 in Arizona. No other states devoted more than 3 per cent of the income of the people to public education.

#### **Shifts in Educational Expenditures.**

From 1910 to 1920 there was a marked shift in the proportions of expenditure devoted to different types of education. For the country as a whole, the proportion of total educational expenditures devoted to elementary and secondary schools is still large, but it decreased from 89.5 per cent to 86.1 per cent in the decade. In state expenditures for education, the corresponding decrease was from 67.0 per cent to 59.1 per cent. In the same period, the proportion of state expenditures incurred for higher education increased from 31.1 per cent to 38.6 per cent.

On percentage increases of total expenditures for elementary and secondary schools from 1910 to 1920, the South, Middle West, and West ranged about the same, roughly 160 per cent, but the East was markedly lower, about 120 per cent. The latter's standing is doubtless due to the fact that the educational systems of the East were comparatively well developed at the beginning of this period.

The states show marked variations in the percentage of educational expenditures made for administration, including the operation of the state department of education. For such administration, the variation in 1920 was from 9.5 per cent for Connecticut, 8.8 per cent for California, 8.8 per cent for New York, 7.5 per cent for Kansas, and 5.0 per cent for Rhode Island down to twenty states with less than 1 per cent. Obviously states with such varying percentages are not attempting to have their state departments render equal service.

B  
of  
se  
inte  
curr  
for  
sm  
exp  
tere  
crea

TI  
its  
cons  
cap  
valu  
here  
in o  
ita  
crea  
was  
then  
whic  
with  
incr  
defi  
per  
per  
eral  
prop  
ucat  
the  
duce  
educ  
has

Perce  
E

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10  
11.  
12.  
13. M  
14. W  
15. N



Between 1910 and 1920 the expenditures of the entire country nearly doubled for school sites and buildings, nearly trebled for interest, and increased about 2.5 times for current expenses. As a result, expenditures for buildings and sites comprised a markedly smaller percentage of the total educational expenditures in 1920 than in 1910, while interest and current expenses had slightly increased percentages.

#### The Increasing School Debt.

The school debt, particularly because of its rapid increase, cannot be ignored in any consideration of public school support. Per capita figures, on account of the changing value of the dollar, mean relatively little here. They naturally showed an increase in outstanding bonded indebtedness per capita for education from 1910 to 1920. This increase occurred in 45 of the 48 states and was approximately 100 per cent in most of them.

But other methods of comparison which are free from the difficulty connected with the per-capita figures, show that the increase is very great. Thus the annual deficit in school finances increased from 3 per cent of the school revenues in 1910 to 5 per cent in 1920. While the increase in federal indebtedness for war purposes made the proportion of the total debt incurred for education smaller in 1920 than in 1910, and the growth of state highway debts has reduced the relative importance of the state educational debt, still the local school debt has increased more than the local debts for

all other purposes. Thirty-one states had a higher percentage of their total state and local debt incurred for education in 1920 than in 1910, and 17 had a lower percentage.

School districts bonded to approximately the full value of their school property are not unknown. The average ratio of such debt to school property, although rising rapidly, was in 1920, however, well under 50 per cent.

#### Where the Educational Revenues Come From.

The support of public education comes primarily from local sources which in 1920 supplied 71.7 per cent of the total revenues for all schools. The percentage of support derived from federal sources nearly doubled in the decade, being 5.3 per cent in 1920, as against 2.5 per cent in 1910. State governments, in spite of increasing appropriations for higher education and an 87 per cent increase of state aid for elementary and secondary schools, supplied 23.0 per cent of all educational revenues in 1920, as compared with 24.8 per cent in 1910. Of the state revenues for education, nearly 80 per cent is derived from state tax revenues. By far the larger part of such tax revenues are obtained from general property taxes, although something less than half come from property taxes assigned to education. The permanent school fund contributes little relief to the taxpayer in most states, 1 per cent or less of state and local educational revenues being received from it in 22 states in 1920.

### Where Does Missouri Rank?

#### From Financial Statistics of Public Education in U. S.

Percentage of State and Local Governmental Expenditures Going to Education in the Different States 1910, 1920

1910		1920	
(From Table 3)			
	%		%
1. Idaho	47.7	Iowa	44.7
2. Nebraska	45.1	Texas	43.3
3. North Dakota	41.3	Arizona	43.0
4. Oklahoma	41.1	Indiana	42.3
5. Kansas	39.1	Oklahoma	41.9
6. Texas	39.1	North Dakota	41.0
7. Iowa	38.2	Alabama	37.5
8. Michigan	37.4	New Jersey	36.8
9. West Virginia	37.3	Virginia	36.5
10. Utah	37.3	Montana	35.4
11. Vermont	35.9	Utah	34.2
12. South Dakota	35.7	Pennsylvania	33.4
13. Minnesota	34.0	Kansas	33.1
14. Wisconsin	33.6	Colorado	32.8
15. Nevada	32.8	Idaho	32.5

16. Arkansas	31.5	Georgia	32.2
17. Wyoming	31.2	West Virginia	31.8
18. North Carolina	31.1	Wisconsin	31.3
19. Pennsylvania	29.9	Wyoming	31.0
20. Virginia	29.8	N. Carolina	30.7
21. Indiana	29.1	South Dakota	29.7
22. Illinois	27.6	Minnesota	28.9
23. South Carolina	27.4	Illinois	28.6
24. Colorado	27.2	Tennessee	28.4
25. Connecticut	25.8	Michigan	27.4
26. Massachusetts	25.8	Maine	27.4
27. New Jersey	25.6	N. Hampshire	27.2
28. Maine	25.2	Connecticut	27.0
29. New Mexico	25.2	California	26.7
30. Alabama	25.1	New Mexico	26.5
31. Montana	25.0	Vermont	26.4
32. Rhode Island	24.9	Florida	25.8
33. Kentucky	24.8	Washington	25.7
34. Missouri 34th	24.7	Dist. Columbia	25.2
35. Mississippi	24.5	Nebraska	24.8
36. Arizona	24.4	Missouri 36th	24.8
37. California	23.9	Kentucky	22.0

38. Tennessee	23.5	Ohio	21.8
39. Georgia	23.4	S. Carolina	21.2
40. New Hampshire	23.4	Mississippi	21.1
41. Oregon	22.1	Nevada	20.9
42. Dist. Columbia	21.4	Louisiana	20.9
43. Louisiana	21.2	Delaware	20.7
44. Washington	21.1	Massachusetts	20.3
45. Delaware	20.9	Arkansas	19.7
46. Florida	19.3	Rhode Island	19.4
47. Ohio	19.1	New York	19.3
48. Maryland	16.7	Oregon	18.5
49. New York	16.1	Maryland	16.1

**Percentage Relation of State and Local Educational Expenditures to Income in The Different States**  
(From Table 20)

1910	%	1920	%
North Dakota	3.4	Montana	4.4
Utah	3.3	North Dakota	4.0
Nevada	2.7	Utah	3.8
Idaho	2.4	Idaho	3.4
Montana	2.4	Arizona	3.1
South Dakota	2.3	New Mexico	3.0
Colorado	2.3	Minnesota	2.8
Washington	2.3	Indiana	2.7
Minnesota	2.3	South Dakota	2.6
Kansas	2.2	Nevada	2.3
Oregon	2.2	Colorado	2.2
Vermont	2.1	Kansas	2.2
Indiana	2.0	Wyoming	2.2
Wisconsin	2.0	Iowa	2.2
Massachusetts	1.8	Washington	2.1
Nebraska	1.8	Nebraska	2.1
Iowa	1.8	Oklahoma	2.0
Maine	1.7	Oregon	2.0
Missouri (19th)	1.7	Wisconsin	2.0
California	1.6	Michigan	1.9
New Jersey	1.6	California	1.8
Pennsylvania	1.6	Vermont	1.8
Michigan	1.6	West Virginia	1.8
Illinois	1.6	Florida	1.7
Ohio	1.5	New Jersey	1.7
West Virginia	1.5	Maine	1.7
New Mexico	1.5	Ohio	1.7
New Hampshire	1.5	New Hampshire	1.6
Oklahoma	1.4	Missouri (29th)	1.5
New York	1.4	Connecticut	1.5
Dist. Columbia	1.4	Pennsylvania	1.5
Rhode Island	1.4	Texas	1.4
Kentucky	1.4	Virginia	1.4
Wyoming	1.3	Louisiana	1.4
Mississippi	1.3	Illinois	1.4
Texas	1.2	North Carolina	1.3
Louisiana	1.2	Rhode Island	1.3
Connecticut	1.2	Tennessee	1.2
Tennessee	1.2	Massachusetts	1.2
Arkansas	1.1	Alabama	1.2
Arizona	1.1	Mississippi	1.2
Virginia	1.1	New York	1.2
Florida	1.1	Arkansas	1.1
Alabama	.9	Dist. Columbia	1.1
Georgia	.9	Georgia	1.1
Delaware	.9	Delaware	1.0
Maryland	.9	Kentucky	1.0
North Carolina	.8	South Carolina	1.0
South Carolina	.8	Maryland	.8

**Percentage Increase of Total State and Local Expenditures Per Capita for Education in the Different States 1920 over 1910**  
(Computed from Table 13)

1. New Mexico	321.7
---------------	-------

2. Arizona	296.5
3. North Carolina	221.9
4. Montana	195.1
5. Wyoming	190.9
6. Indiana	187.9
7. Florida	184.9
8. Alabama	174.1
9. Virginia	172.0
10. Oklahoma	170.7
11. Iowa	164.2
12. South Carolina	160.1
13. New Hampshire	151.7
14. Minnesota	148.9
15. Delaware	147.1
16. Nebraska	146.9
17. North Dakota	146.0
18. Louisiana	145.4
19. South Dakota	144.2
20. Georgia	140.7
21. Connecticut	139.5
22. West Virginia	127.3
23. Kansas	126.6
24. Idaho	125.1
25. Tennessee	124.4
26. Texas	123.1
27. Utah	119.6
28. Maine	116.9
29. Mississippi	113.1
30. Michigan	107.8
31. Missouri (31st)	106.9
32. Arkansas	106.3
33. Nevada	105.6
34. Wisconsin	103.7
35. Rhode Island	98.8
36. Vermont	97.3
37. Colorado	97.2
38. New Jersey	94.9
39. Maryland	91.5
40. Pennsylvania	83.4
41. Oregon	81.9
42. Washington	80.7
43. California	80.5
44. Ohio	78.0
45. Illinois	72.9
46. New York	71.6
47. Kentucky	65.2
48. District of Columbia	42.6
49. Massachusetts	33.5

**Percentage Increase of Total State and Local Expenditures Per Capita for Elementary and Secondary Schools in the Different States, 1920 over 1910**

(Computed from Table 28)

1. Oregon	660.7
2. New Mexico	337.8
3. Arizona	310.6
4. North Carolina	240.7
5. Florida	209.0
7. Montana	203.7
6. Wyoming	206.3
7. Montana	203.7
8. Alabama	194.1
9. Indiana	191.7
10. South Carolina	190.2
11. Virginia	168.5
12. Iowa	161.2
13. Oklahoma	158.0
14. Idaho	151.2
15. North Dakota	148.2
16. Delaware	146.2
16. Delaware	146.2
17. Minnesota	145.5
18. South Dakota	143.2

19. Georgia	140.2
20. Louisiana	140.1
21. Connecticut	136.1
22. Nebraska	135.2
23. New Hampshire	134.5
24. Maine	124.4
25. West Virginia	123.6
26. Kansas	119.3
27. Tennessee	115.2
28. Utah	114.6
29. Mississippi	113.3
30. Ohio	111.2
31. Nevada	110.4
32. Arkansas	108.9
33. Michigan	108.3
34. Missouri (34th)	107.6
35. Texas	106.8
36. Wisconsin	105.4
37. Colorado	104.8

38. Rhode Island	98.5
39. New Jersey	92.2
40. Maryland	86.5
41. Vermont	85.5
42. California	85.2
43. Pennsylvania	82.9
44. Illinois	71.5
45. New York	71.2
46. Washington	68.8
47. District of Columbia	53.2
48. Kentucky	47.4
49. Massachusetts	28.9

**Percentage Increase of Total State and Local Expenditures Per Capita for Higher Education in the Different States, 1920 over 1910**

(Computed from Table 29)

	%
1. Texas	360.9
2. Tennessee	320.0
3. Oklahoma	317.6
4. Kentucky	300.0
5. New Hampshire	283.7
6. New Mexico	257.1
7. Oregon	256.1
8. Nebraska	251.5
9. Arizona	241.6
10. Louisiana	223.1
11. Washington	216.5
12. Iowa	200.0
13. Virginia	197.4
14. New Jersey	188.9
15. Connecticut	184.0
16. Kansas	171.2
17. West Virginia	170.6
18. Minnesota	164.5
19. New York	162.5
20. Vermont	159.2
21. Utah	156.4
22. South Dakota	152.4
23. Georgia	147.4
24. Idaho	144.4
25. Massachusetts	143.3
26. Maryland	139.1
27. North Dakota	135.5
28. Delaware	130.8
29. Montana	130.5
30. Indiana	130.2
31. North Carolina	128.6
32. Mississippi	115.2
33. Wyoming	105.2

34. Michigan	104.7
35. Rhode Island	102.9
36. Missouri (36th)	102.6
37. Nevada	99.2

38. Illinois	97.4
39. Wisconsin	90.1
40. Alabama	86.7
41. Pennsylvania	84.0
42. Arkansas	81.0
43. Ohio	69.2
44. South Carolina	68.2
45. Maine	61.4
46. Colorado	50.4
47. California	31.3
48. Florida	27.8
49. District of Columbia	18.7

**Percentage Increase of Outstanding Bonded Indebtedness Per Capita of State and Local Divisions in the Different States for Educational Purposes, 1920 over 1910**

(Computed from Table 55)

	%
1. Oklahoma	1,385.2
2. Maryland	1,300.0
3. Iowa	808.1
4. Florida	693.3
5. Michigan	493.9
6. Alabama	353.2
7. Arkansas	349.6
8. Indiana	336.5
9. Ohio	319.2
10. New Mexico	297.4
11. Louisiana	292.1
12. Arizona	275.2
13. New Jersey	270.7
14. Texas	268.8
15. Colorado	267.1
16. Delaware	245.7
17. Utah	238.6
18. South Dakota	218.6
19. Tennessee	208.9
20. Nebraska	198.5
21. Kansas	186.1
22. Illinois	185.7
23. Montana	177.6
24. Missouri (24th)	167.1
25. Oregon	153.8
26. California	128.0
27. Idaho	126.4
28. Georgia	126.3
29. Wisconsin	112.2
30. Rhode Island	107.3
31. Virginia	105.4
32. Vermont	98.8
33. South Carolina	93.2
34. Pennsylvania	90.1
35. New Hampshire	85.0
36. North Dakota	70.5
37. West Virginia	69.0
38. Connecticut	63.6
39. Washington	49.8
40. Minnesota	37.7
41. Nevada	32.6
42. North Carolina	16.4
43. Maine	16.0
44. New York	9.1
45. Wyoming	2.9
46. District of Columbia	.0
47. Massachusetts	.8
48. Mississippi	9.6
49. Kentucky	39.1

## The Better Schools League—Its Purpose and Prospect

An address delivered at the Meeting to Organize The Better Schools League, in Chicago, January 15, 1924. By GEO. L. TOWNE, Lincoln, Nebraska.

**W**HAT is the Better Schools League to do if it accomplishes its purpose? I assume its program will be to make the people of this country to want better schools, and, wanting them, be willing to pay what better schools will cost. What will

The Editor of the American Educational Digest has put in chart form some statements based on careful surveys that should be clearly presented to the public. These studies show an alarming shortage of qualified teachers. To be sure, every school has

The 600,000 Public School Teachers of the United States standing 3 feet apart would form a line extending

### 300 MILES

AGE				
Years	19	21	25	
100,000 Teachers	50,000	150,000	300,000	
Miles	50	75	150	300

PREPARATION.				
Yrs.	8th Grade	2 Yr. H. S.	4 Yr. H. S.	2 Yr. College
30,000	100,000	200,000	150,000	120,000
Mi 15	65	165	300	

EXPERIENCE				
Yrs.	2	3	5	
150,000	75,000	75,000	300,000	
Mi	75	112½	150	300

Read: If these teachers were arranged according to age, 50 miles would be traveled and 100,000 teachers passed before a teacher 19 years old would be found, 75 miles and 150,000 would be passed before one who is old enough to votewould be reached.

When arranged according to education, 15 miles and 30,000 teachers would be passed before one came to a teacher who had the equivalent of an 8th grade education, etc.

When arranged according to experience, 75 miles and 150,000 teachers would be PASSED in order to find the first teacher with two years of experience, etc.

make better schools? First and most important, better teachers. If we urge the employment of better teachers, we must show that the teachers now employed are not as good as they should be. What are the facts?

a teacher and there are in this country more than 600,000 in the schools supported by public taxation. But this chart shows that if you put these 600,000 teachers in a line 3 feet apart arranged according to age you

would pass 100,000 and travel 50 miles before you would find a teacher more than 19 years of age. If these teachers are arranged according to preparation it shows that you would pass 30,000 and travel 15 miles before you found a teacher with more than an eighth grade education; and if according to length of service you would have to go 165 miles and pass 330,000 before you found one teacher trained to an accepted minimum standard of a high school course and two years of normal training school. It shows also that approximately twenty-five per cent of all public school teachers are practically beginners each year. In rural schools this percentage goes up to one-third or more.

Do the people know these facts about their public school teachers? Most certainly they do not. On the contrary, they assume that school executives employ only adequately prepared teachers; and, while they know that there must be beginning teachers, they do not realize that it is inevitable that one of every four children in school will be taught by an untrained beginner.

The facts are clear and simple and they carry their own conviction. But who shall tell them? Educators know these things but their statements are discounted by the suspicion of self interest. Some outside agency like the Better Schools League must get this story to the country or the schools must wait generations for mature and qualified teachers.

But good teachers alone will not make the better schools that the Better Schools League will want the public to demand. There must be an adequate physical plant to make possible a good school. *Colliers Weekly* has shown that there is a 500,000 school-desk shortage and as a result of this fact 1,000,000 children are on a part time schedule at school. This means that one physical plant—that is, one building, one set of school desks, one playground—is made to do duty as two schools. For instance, the Westport High School in Kansas City is a senior high school in the morning of each day and in the afternoon houses an entirely different set of pupils as a junior high school.

These children are not being given a fair educational opportunity. No one thinks that a school under such conditions can be made what it ought to be. The public may be

providing a sufficient number of teachers at high salary cost and still as a result of shortage of buildings and seats and playgrounds be getting a very meager result in terms of educational opportunity for its children.

What are the facts about the physical equipment of the schools? Many careful surveys have been made. They all show a shortage in buildings, a shortage in equipment and supplies, a shortage in books, a shortage in playgrounds. Suppose any intelligent student of education should start in any city of this country, or in any rural district to determine whether the schools in that city or country district were equipped to a standard that would make possible a reasonably efficient school. What would he find?

A joint committee on rural schools recently made such a study of the rural schools of New York State. Here are a few statements taken from this report:

1. Of 8,400 teachers in one-room schools only 420 have had two years of training beyond the high school.

2. The country child has one chance in 20 of getting a professionally trained teacher; one chance in 5 of coming under a beginner; one in 4 of having a teacher not old enough to vote.

3. Over 1400 one-teacher school buildings scored 608 points on a 1000 minimum standard, a little more than 50 per cent efficient.

4. Heat and ventilation 81% below standard.

5. 75% use wells from neighboring farms. Many still have the open water pail, the common cup, and the common towel.

6. Painted, warping blackboards very common.

7. Play facilities. Only 9.4% meet standard requirements.

The rural schools of New York state are not in worse condition than those of other states. Our intelligent student of education would find conditions as a bad or worse in Nebraska, in Illinois, in Alabama, in Texas, in Minnesota or in Pennsylvania.

But what would this same student of education find in the cities. One million part-time pupils; a 500,000 school desk shortage; many more thousands in portable buildings, in basements, or in old residences temporarily used as schools; many more thousands without playgrounds or gymnasiums



or any means of adequately caring for recreation and health; many more thousands without standards text books and nearly all without library facilities.

An attempt has been made to gather together the best estimates of what these physical plant and equipment shortages are. These estimates are from various sources but all based on careful studies either of state or local conditions. Apply these estimates to any reasonable unit, such as a city or county in any part of the country and you can verify them for yourself.

#### ESTIMATED SHORTAGE IN SCHOOL BUILDINGS, EQUIPMENT, BOOKS AND SUPPLIES.

##### Buildings.

Pupils in Temporary Buildings	90% rural—
	10% city
Pupils in Non-Fire-Proof or Unsafe Buildings	33%
Pupils for Whom no Buildings are Provided	3%

##### Grounds.

Playground Shortage	45%
Garden and Experimental Plot Shortage	90%

##### Equipment.

Seating Shortage	3%
Seating Misfits	20%
Office, Library, and Auditorium Furniture	30%
Heating and Ventilation	65%
Toilets and Lavatories	75% rural—25% city
Lighting	80%
Sanitary Fountain Water Supply	40%
Blackboards	45%
Pictures and Statuary	80%
Maps, Globes, and Industrial Exhibit Material	70%
Nursing and First Aid Equipment	89%
Medical Inspection Equipment	90%
Playground Apparatus	65%
Vocational Training Equipment	70%
Laboratory Apparatus	30%
Musical Instruments and Equipment	70%
Motion Picture Equipment	85%
Telephone and Radio Equipment	65%
Gymnasium, Athletic, and Locker Equipment	55%

##### Books.

Library Reference Works	60%
Library, Class Working	50%
Library, General	65%
Library, Current Newspapers and Periodicals	90%
Standard Textbooks	33%
Supplementary Books	67%

##### Supplies.

1. Writing Materials	15%
2. Blackboard Supplies	20%
3. Music, Drawing, and Other Art Supplies	70%
4. Kindergarten Materials	55%
5. Films, Slides, and Views	85%
6. Office Records and Supplies	50%
7. Sanitary Sweeping Compounds and Cleaning Supplies	50%
8. Sanitary Towels, Toilet Paper, Drinking Cups	75%

Compliments of the AMERICAN EDUCATIONAL DIGEST.

Having established these facts, what further is the task of the Better Schools League? Many honest people will at once say: It is deplorable that there is such a shortage of mature and qualified teachers and that the buildings and school equipment are so much below an efficient standard, but can the people pay for good teachers and for better buildings and better equipment? You will everywhere find uninformed taxpayers bitterly complaining that they are already overburdened with taxes, especially school taxes. Farmers, particularly those farmers who live in the cities, complain that these school taxes are actually taking their farms. Tax leagues are formed in many states to oppose any increase in school taxes, and sometimes, as happened recently in New Mexico, such a tax league defeats a courageous state school official who dares to command adequate financial support for his schools.

Still, the question is a fair one. Can the country afford a minimum standard school in every district? That is, a school with a mature and trained teacher, a standard building equipped throughout with standard furnishings and teaching tools so that the teacher may make the best possible use of her ability and time? What are the facts? Is the taxpayer already burdened to the limit? The way to answer is to find out what the national income amounts to and then see how it is spent.

The Treasury Department, the Bureau of Statistics of the Labor Department and the Census Bureau agree that the national annual income amounts to approximately \$70,000,000,000. How is this huge sum spent? The chart "How We Spend Our Income," gives in graphic form the best estimates available.

The church councils give their figures showing the total expenditures. Owing to inadequate system of bookkeeping in the churches this estimate is likely low but it is very near the truth,  $\frac{3}{4}$  of one per cent. The estimate for the schools is the figure given at San Francisco last summer in the report of the National Finance Inquiry. The Census Bureau gives approximately the same figures. This is  $1\frac{1}{2}\%$  or about \$1,050,000,000. The Treasury Department and the Finance Inquiry agree that total government expenditures are  $4\frac{1}{2}\%$ . The figures for crime are based on the estimates of the Na-

tional Society for the Prevention of Crime, (about 10½%). The 11% investment item is the figure given by the National City Bank of New York and most investment bankers agree that the National City Bank report is approximately correct. They also agree that about 75 cents of each investment

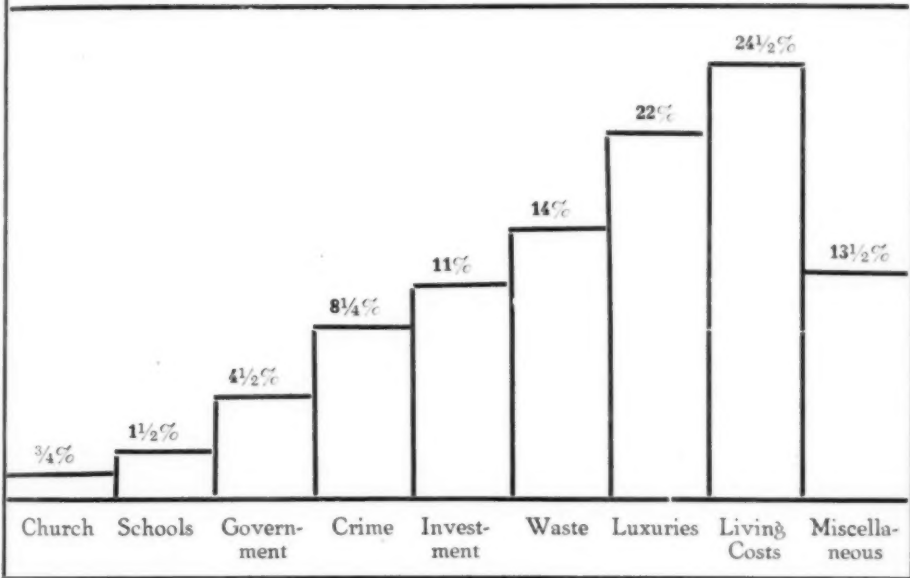
costs is based on the Treasury Department report of family budgets and the budgets reported by savings banks, by Columbia University and by the National City Bank. 24½% is the median of all these figures. The miscellaneous item of 13½% is what is left after the other estimates are totaled.

## HOW WE SPEND OUR INCOME

PERSONAL

STATE

NATIONAL



If expenditures are to be rebudgeted, the public should be guided to follow the business law of budgeting: "Cut where it costs the least, and add where it brings the largest returns."

dollar goes into bad securities indicating that here is a chance for further savings.

The figures for waste are the estimates of the National Society for the Prevention of Waste. They are supported by independent studies of the National Department of Agriculture and statistical surveys of the agricultural colleges. The 22% item for luxuries is the figure given by the Treasury Department. The 24½% estimate for living

Can some additional part of the national income be spent for better schools? You can draw your own conclusions. Let us assume that government expense cannot be lowered and that living costs are reasonable. The expense of luxuries is high but we are a luxury-loving people and likely the advocates of better schools may not be able to reduce this expenditure appreciably. For crime and waste, however, there can be no



defense. A further expenditure for schools too will automatically reduce both crime and waste.

What are some of these items of waste? Consider the cost of a single item of preventable animal diseases. Hog cholera takes a toll of \$15,000,000 annually in Nebraska. And yet our experts tell us, with apparent complete confidence, that hog cholera can be absolutely wiped out by the simple device of keeping the hogs in clean pens. In other words, health for hogs is simply a matter of sanitation. It is our schools, the agricultural colleges, that have discovered this and will soon teach our farmers how to save this big item of waste.

Rats annually destroy \$1,000,000,000 worth of property we are told. Losses from preventable insect and animal pests is \$1,500,000,000. The losses caused by preventable disease is \$1,800,000,000. The preventable fire loss is \$552,000,000 annually. Crime against property causes an annual loss of \$3,000,000,000.

This chart seems to show conclusively that the problem of funds for the schools depends entirely upon what the people want. The Better Schools League problem is purely and simply a matter of citizenship. If the people want better schools they can have them. The funds are available. The public must be shown that it is not necessary to spend more money than it now spends to secure better schools. More must be spent for schools but this is to be obtained, not out of the air, but from the budget for waste or from the budget for crime. Double the amount spent for schools and you need take only 1% from waste and 1/2% from the cost of crime and luxuries. There is no need to discuss this matter in detail; the figures on this chart carry their own conviction.

Can the Better Schools League establish these facts? Can these things be made the common knowledge of all the people so they will bring a common sense of conviction? Can the people be made to realize that there is a serious shortage of mature and qualified teachers; that there is a real shortage of school buildings in which to house the children who must be in school; that the furnishings and equipment, the books and supplies are insufficient in amount and below standard in quality?

The Better Schools League or some other agency must tell the story in a simple direct way. It must show what a minimum standard school is and that the cost of such a school is moderate and within reach. The task is perhaps not an easy one, but it is entirely possible.

Team play is of course necessary. No individual can do the work or furnish the funds. No one industry can do it. It will require the united effort of all those interested in better public schools. The teachers must be given the facts and asked to help individually and through their organizations. Those who serve the schools in any capacity, builders of school buildings, manufacturers of equipment, publishers of books should know these facts and through organized effort help give them to the public. All those who believe in public education as a safeguard in a democracy should be given a chance to help. These last include many wealthy men and women, many clubs and organizations, many newspapers and magazines. Organizations, clubs, and individuals can help by lending moral and financial support. As Julius Barnes, President of the National Chamber of Commerce, says of general conditions, they can help by joining in "Team Play for Prosperity."

Whenever the Better Schools League succeeds in any measure there will come a natural demand for better teachers. For instance, what would happen should the public ever actually demand and stand ready to pay for mature and qualified teachers? The Teachers Colleges would be swamped with the demand. The teachers agencies would be overwhelmed with calls. And if the public demanded qualified teachers they surely would not be satisfied with the temporary buildings; the unsafe, insanitary and badly lighted buildings now in use. They would not be satisfied to have their children on a part-time schedule because there is a 3% seat shortage.

The big underlying motive for all this movement must be community building. The cities must include in their city plans a comprehensive program of progress for their schools as a measure of self-preservation and as a means of growth and development. No city can go forward far if it does not provide well for the education of its

children. New families with children simply will not go to cities with poor schools and those already there will leave at the first opportunity in order to give their children better school privileges in some other community. Property values and sales opportunities in cities depend, to an extent not appreciated by many, on the reputation and efficiency of the schools. The same is true of rural communities though country people have not yet come to realize this truth. A comparison of farm values in neighboring sections, the one where there is a good school and another where there is a poor school, would help to enforce this fact.

But there is a higher motive than this money value of the school to the community.

The great majority of the people in every school district appreciate this and when the issue is clearly put to the people to choose between more money for the schools and less for luxuries and waste and crime the schools nearly always win by a big majority.

We have a chance to help a great national movement for better schools which is undeniably good in itself. We have a further motive to help because the success of this Better Schools effort must in the nature of the case bring increased opportunities for service to teachers and all others interested in better school opportunities for the citizens of tomorrow.

## Resolutions Adopted by the Convention of School Administrators, Kirksville, February 8, 1924

### BE IT RESOLVED:

1st. We believe in representative government. Eighty-three outstanding citizens of our state comprising a bipartisan commission elected by the people spent nearly a year in formulating 21 amendments to the Constitution. We believe the amendments are needed. We believe in the wisdom and fidelity of the members of the convention. We believe in all of the amendments and urge their adoption.

2nd. We favor a Secretary of Education in the President's Cabinet and the joint local, state and federal support of education.

3rd. We recognize the building in which we are assembled as a model of economical investment of public funds, and of simplicity and effectiveness in form and also substantiality and durability. We approve the type of architecture of all our state building and recommend it to Superintendents and Boards of Education for investigation and study.

4th. As school men we recognize the fundamental importance of every phase and department of education in Missouri and of the organic necessity for the proper support and development of all our state educational institutions. We congratulate Missouri on the spirit of educational harmony and co-operation which at this time prevails throughout the state.

5th. We reaffirm our conviction that the present gross inequalities in educational opportunity and in educational support can be eliminated only by larger units of administration and taxation.

6th. We heartily endorse the close co-operation of all the state educational institutions and pledge our united efforts in behalf of a state educational program which will raise the standard of literacy in Missouri.

7th. We desire to thank Dr. John R. Kirk, Superintendent Charles Banks and their associates for their splendid efforts in making this meeting a success and the visitors comfortable and happy.

8th. We thank the business men of Kirksville for their generous banquet and all the citizens for their kind hospitality.

9th. We thank Dr. George D. Strayer, Columbia University, Superintendent J. J. Maddox, Public Schools, St. Louis, Dean M. G. Neale and President Stratton D. Brooks, State University, for their thought stimulating addresses and we thank our chairman, Superintendent H. M. Buckley, for the good program and efficient management of the Association.

P. G. BUCKLES, Chairman,  
C. E. BURTON, Secretary,  
W. H. WEIGHTMAN.

## Beginning the School Budget for Town and City Schools

By M. G. NEALE.

**B**EFORE the April school election, boards of education and superintendents in Missouri are forced to give attention to the budget for the school year 1924-1925. This is because the rate of taxation which will largely determine next year's school income must be decided by the voters on the first Tuesday after the first Monday in April.

In some states the school election does not come until after the school term has closed, and in others, boards of education have the power to determine the rate of taxes to be levied for school purposes. In Missouri, however, any rate for general running expenses in excess of forty cents on the one hundred dollars must be approved by the voters. Since the rate to be voted on must be submitted in April, it becomes necessary for the school authorities to determine as accurately as possible during the month of March just how much money will be required to run the schools during the next school year, and what rate of taxation will be necessary to secure this amount of money. In other words, the educational program for the next year in so far as financial support is concerned, will be settled at the April school election.

Since this is the case any wise and economical planning of school expenditures makes it practically necessary to have the school budget prepared in as nearly a completed form as possible in time to determine and justify the tax rate for school purposes proposed in the school election notices. Refinements and more accurate determination of budget details for next year may be made up to and after the close of the school term, but the essential features of the budget must be determined before the tax rate is fixed.

### The Budget Movement

In order to give some emphasis to the importance of putting school expenditures on a budget basis, some general discussion of the growth of the budget idea may be in place at this point. The word "budget" has come into wide use in the United States during comparatively recent times. Before 1910 we heard little of the term in connection with governmental enterprises. At that time no state had anything even approximating a budget system for state expenditures.

The rapidity with which the idea has spread may be seen from the fact that by 1920 forty four states had passed budget laws of some kind. In 1912 Congress showed extreme coolness if not active antagonism to the recommendations for a national budget submitted by president Taft's Commission on Economy and Efficiency. In less than ten years after president Taft's failure to interest Congress in the budget plan, opinion in its favor had so far developed that the "Budget and Accounting Act" for the United States government became a law with president Harding's signature on June 10, 1921. This development of the budget idea in state and national government has been paralleled by an equally rapid development in the field of school and municipal finance as well as in private business enterprises. Since the budget idea has had this remarkably rapid development in the United States it seems worth while to indicate something of its meaning and to summarize the claims that may be made for it, in the field of school administration.

### What Is a School Budget

First of all it may be said that a school budget is more than a mere tabulation and estimate. It is writing the educational policy for the coming year in terms of the proposed expenditures. The proper sort of school budget may be indicated by the following summary of what it should include:

1. A classified summary of the expenditures for the last completed fiscal year.
2. A summary of the revenues for the last completed fiscal year together with a statement of the condition of each account.
3. An estimate of the revenues for the coming fiscal year and a comparison of these estimates with those of the past year.
4. An estimate of the expenditures by schools and divisions compared with the expenditures for the past year and a series of years.
5. A "budget message" explaining in a large way the results accomplished during the past year and the general expansion and economies embodied in the estimates for the coming year.

(Continued on Page 138)

## FORM. I.

Suggested Form for Estimate of Revenue to be Made in March, 1924.

	Received during 1922-23	Received to date 1923-24	Estimated receipts for re- mainder of year 1923-24	Total re- ceipts and estimated receipts 1923-24	Estimated revenue for 1924-25
1. Cash on hand or deficit at beginning					
2. <b>Teachers Fund</b>					
State Fund					
High School Aid					
Teachers Quota					
Attendance Quota					
Teacher-Training Aid					
Interest on county fund					
Interest on township fund					
Interest on Special District fund					
Railroad taxes					
District taxes					
Back taxes					
Tuition					
Smith-Hughes Aid					
Total Teachers Fund					
3. <b>Incidental Fund</b>					
District Taxes					
Foreign Insurance Tax (Free Textbooks)					
Total Incidental Fund					
4. <b>Building Fund</b>					
Bond Sales					
Premium on bonds					
Sale of property					
Amount From Direct Build- ing Levy					
Sale of Equipment					
Damages to Building or Equipment					
Insurance					
Repayment of Sinking Fund Investments					
Rent of ———					
Interest on Sinking Fund Balances					
Interest on Sinking Fund Deposits					
Interest on Building Fund Deposits					
Total Building Fund					
5. <b>Miscellaneous Revenue Re- ceipts</b>					
Gifts and Donations					
Interest on Daily Bank Balances					
Sale of Lunches					
Sale of Manual Training Department Products					
Other Sales					
Refunds of Fire Insurance Premiums					
Refunds of Expense					
Total Miscellaneous					
<b>GRAND TOTAL</b>					

## FORM. II.

## Suggested Summary Sheet for Tentative Budget Estimate of Expenditures to be Made During March, 1924.

## EXPENDITURES

Items. General Control	Total for 1922-23	Total from 1923 to date	Probable expense to June 30, 1924	Estimated Total 1923-4	Tentative Estimate for 1924- 1925
1. Salaries, Secretary and Treasurer					
2. Board of Education Supplies					
3. Legal Services					
4. Other Expenses of Business Administration					
5. Superintendent's Salaries					
6. Other Salaries Superintendent's office					
7. Enforcement of Compulsory Education and Census					
8. Other Expenses of general Control					
9. Total General Control					

And so on for the other divisions of Instruction, Operation of School Plant, Maintenance of School Plant, Auxiliary Agencies, Fixed Charges, Debt Services, and Capital Outlay.

- Supporting detail for the increase or decrease of each item of the budget.
- Analysis and comparisons to show the general justice and feasibility of the proposed estimates. Where possible, unit costs and comparisons with results in other cities are frequently attempted.

**Suggested Procedure.**

One writer has defined a budget as "a plan for financing an enterprise or government during a definite period, which is prepared and submitted by a responsible executive to a representative body (or other duly constituted agent) where approval and authorization are necessary before the plan may be executed." This definition is quoted to emphasize the fact that in order to have a real budget the superintendent of schools must be held responsible for making it and presenting it to the board of education. It is the function of the board of education to see that its members are given all the necessary facts, and to pass on the budget determining finally the expenditures for each budget classification. This procedure magnifies rather than minimizes the part which the board of education must play, but it also places a very definite responsibility on the superintendent of schools. He must not only make himself familiar with the sources of income and the system of accounting for expenditures in use but must know every

part of his school system in terms of what it costs so that he may recommend every possible economy. After the budget has been adopted by the school board he is the one who is held accountable for results, and in administering the budget throughout the entire year he should be able constantly to plan the development of the school system so that the district will get the most for the money available.

In making the budget the items should conform to the accounting classifications used. This makes it easier to determine the estimates for the coming year and enables the school accounting officer to determine with ease the exact amount remaining in each division of the budget at any time during the school year. This is important because living up to a budget is a much easier matter if the school board is presented with a statement, once a month, showing the exact amount remaining in each division.

**WHY HAVE A SCHOOL BUDGET?**

Some of the main purposes of a school budget may be summed up under the following four headings:

- To secure adequate appropriations.** The budget would assist in doing this in many ways. It would first of all make it necessary for the superintendent and board to carefully list all the estimated needs. In this manner fewer items would be over



looked. In the second place it would show the board and the public just what was needed and the reasons therefor.

2. **To secure all possible economics.** Economics may be effected through a budget by making possible quantity purchases; by finding sources of waste; by making expenditures for outlays fit in with a predetermined plan.
3. **To keep the public informed.** This means that the budget should have the widest possible publicity before its adoption and that it should be prepared with this function in mind.
4. **To secure a fair distribution of expenditures.** Making the right sort of a budget will enable the board to see if operation, or maintenance is receiving an undue share of the educational expenditures.

They may find that janitorial service costs too much. General control might be costing too much or too little. The question as to whether the school system was spending too much or too little on supervision and teaching might also be answered by proper analysis of the school budget.

These suggestions are quite general and space is not available to give specific and concrete illustrations on each point. In starting to prepare a tentative budget in March, 1924, for the school year 1924-1925, some such tabulation of receipts and expenditures as is indicated in Forms I and II is suggested. With such a tabulation it will be possible to get a fairly safe basis for estimating the tax rate for school purposes that should be submitted to the voters at the April election.

## Bible Credit in High Schools and Colleges

By Professor GEOR. CRISSMAN.

At the request of the Editor, Professor Crissman, has given to the readers of **THE SCHOOL AND COMMUNITY** the following exposition of work done by him on this vital subject. Professor Crissman has evidently given the question a vast amount of careful thought and scientific work. He has secured the counsel of leaders in education who have an active interest in and appreciation of the issues involved. His work represents the broad co-operation of all the leading religious organizations of the country. The final use and disposition of the tests will be determined by the action of the International Sunday School Council of Religious Education. Sample tests are therefore not available at this time.

**A**LMOST two years ago Dr. Hugh S. Magill was chosen General Secretary of the International Sunday School Council of Religious Education. At that time he seriously discussed with the writer the problem of establishing a more vital relationship between secular and religious education. The attempt to build a set of scientific tests of Bible knowledge that might be used as a basis for standardizing the Bible courses everywhere and for accrediting Bible knowledge in high schools and colleges.

While the work has been baffling because the field is virgin and the objectives unusual, the prospects of rendering a great service have supplied ample incentive, and we have not become weary.

Dean F. J. Kelly, of Minnesota University, and Dr. W. W. Charters, chairman of the Research and Measurements Committee of the International Sunday School Council of Religious Education, have given abundant encouragement and much valuable counsel. Others who have kept in touch with the

work and have always been helpful are President E. L. Hendricks, Dean C. A. Phillips, Miss Pauline Humphreys, and Professor E. E. Bayles of Central Missouri State Teachers College; Dr. Hugh S. Magill, Dr. A. G. Capps of Missouri University; Dean Raymond A. Schwegler of Kansas University, and Superintendent George Melcher of Kansas City.

### Recognition Given the Tests.

For more than two years a national Committee on Social and Religious surveys, with John R. Mott as Chairman, and Galen M. Fisher as Executive Secretary have been engaged on their gigantic problems. Recently Dr. C. E. Rugh was engaged to conduct an investigation of the Social and Religious influences and agencies in colleges and universities, Bible knowledge being one of the significant factors in the problem the Committee selected the Crissman Bible Tests for their Survey.

The tests have received the endorsement of a great many of the leading authorities

in the field of religious education and are now used for instructional purposes in most of our American schools of theology. In addition to the approval given the tests by Drs. Kelly and Charters, three measuring experts, Dr. R. Pintner, of Columbia University, Dr. J. E. Bentley, of Denver University, and Dr. C. E. Rugh of California University have officially and critically examined and approved them. They are now waiting the official action of the Educational Committee of the International Sunday School Council of Religious Education, having already been endorsed by the sub-committee on Research and Measurements.

#### **How They Are to be Used.**

If that Committee should approve them for credit in high schools and colleges they will immediately become available for that purpose, under such restrictions as will be imposed by that organization. It is expected that most of the State Departments of Education will immediately follow the action of the International Sunday School Council of Religious Education as that is the one interdenominational religious organization that maintains official relations with them and the great regional accrediting committees such as the North Central Association of secondary schools and colleges. It must be carefully noted that the plan contemplates the accrediting of Bible instruction in all the churches provided only that the students be able to meet certain standards in the examinations which are composed of these scientific tests. Every church will, therefore, be permitted to indoctrinate its own people, but, the tests carefully steer clear of all doctrinal elements, adhering strictly to the essential facts and principles of Christianity.

#### **Much Common Ground in Christianity.**

To determine these essential facts and principles authoritative statements were obtained from leading scholars in all the churches including the Catholic and Jewish.

May I say that all of us who co-operated in the building of the tests were surprised and delighted at the great body of common religious ground on which all could stand. Naturally the Jews give small attention to the New Testament though several Jewish students have taken the tests and have found nothing objectionable to them. May I add, parenthetically, that our official Jewish statement of the essentials of religion

would be accepted without question by a large per cent of Protestants. May I say, too, that I have found no one who could read the unsigned statements of these high authorities on the essential virtues of Christianity and pick out which is Baptist, Presbyterian, Congregational, Lutheran, Disciple or Methodist, and, if small portions were omitted from the Unitarian, Catholic, and Jewish statements they could be included too. Should not this make us exceedingly tolerant? How many of us belong to organizations simply because they are tagged?

#### **A General Characterization of the Tests.**

In a general way I may say that the high school tests contain one hundred eighty items in the Old Testament set and one hundred sixty-three in the New Testament. Each set requires a fifty minute period to take them. Every point is weighted and graded by a key. It is all so simplified that any careful high school or college teacher can give them with full assurance of accurate results. The College tests contain one hundred seventy-one items in the Old Testament set and one hundred eighty-five in the New. They are weighted and graded as in the high school tests and require the same time to give them.

The subject matter of the College Tests may be characterized as follows:

#### **In the Old Testament:**

- |           |   |
|-----------|---|
| Test I    | measures the student's acquaintance with some outstanding Old Testament characters.         |
| Test II   | treats the organization, the big movements and the historical changes in the Old Testament. |
| Test III  | tests the student's ability to interpret causes and effects in the Old Testament history.   |
| Test IV   | tests student's ability to establish correct author-literature relationship.                |
| Test V    | tests student's familiarity with choice Bible passages.                                     |
| Test VI   | tests student's ability to interpret Bible characters.                                      |
| Test VII  | measures the student's knowledge of the technical language of the Bible.                    |
| Test VIII | measures the student's general information about the Bible as found in English literature.  |



**In the New Testament:**

Test I deals with the life and teachings of Jesus.

Test II, III, IV, V, VI, VII, and VIII treat the New Testament as these corresponding tests treat the Old.

**Specific Subjects Included in the Tests.**

Among the many specific facts and principles treated are these: Prayer, forgiveness, redeeming love of God, purity of life, charitable judgment, divine burden-bearing, pre-eminent worth of children, repentance for sinners, Christian fortitude, God's Kingdom one of peace and good will, Golden Rule of conduct, supreme value of eternal life, relation of civic and religious affairs, omniscience of God, divine law of reward and punishment, Christ the source of eternal life, Christ's beatitudes, birth and crucifixion of Christ, Christian baptism, the Spirit birth, source of spiritual life, supreme law of love, personal responsibility, virtue of humility, conversion and call of Paul, meeting reasonable skepticism, eternal life the reward of Christians, suffering and service, treason to God, being a neighbor to all mankind, the work of conscience, participation in pure social life, appreciation of human friendship, earthly persecution and Christian duty, God's protection and guidance, the "Moral Law," virtues of gentleness, kindness and consideration, prophecy relating to the Messiah, virtues of industry and frugality, the creation, punishment of the wicked, mercy of God, gratitude, God's approval of the family, punishment of national sins, superiority of Jehovah over heathen gods, the crime of war, duty of building God's kingdom, God's presence in all nature, etc., etc., etc.

**Relative Standings of Various Groups.**

The College Tests were given to one hundred students in Central Missouri State Teachers College, and the High School Tests to eighteen hundred high school students in Holden, Centerview, Odessa, Warrensburg, Jefferson City, and Sedalia.

Basing the results on one hundred as a perfect score, college men had a median score of 64; college women, 66; freshmen, 55.7; sophomores, 65; juniors, 68; seniors, 69.5; students having little or no Sunday School attendance, 52.5; students with irregular Sunday School attendance, 63; with

regular attendance, 70; students having college credit in Bible, 84.

The High School Tests show a variation quite similar to those in the college, and range about five points lower. The white students made scores averaging eight points above the colored students.

A most interesting educational discovery may result from an investigation of the cause of the great difference between the scores of freshmen and seniors. There is very convincing data to prove that a much larger percentage of the high school freshmen who have had regular Sunday School attendance continue through the high schools than of those who had but irregular Sunday school attendance or none at all.

**Some Alarming and Pathetic Results.**

Forty per cent thought Paul "a book of the Bible."

Twelve per cent thought Pilate "a book in the Bible."

Twenty-five per cent thought James "a river."

Forty-five per cent thought Galilee "a river."

Seven per cent thought Agrippa "an apostle."

Thirty per cent thought Jude "a king."

Three per cent thought Herod "an apostle."

Six per cent thought Mark "a king."

Nine per cent thought Samaria "an author."

Twelve per cent thought Peter "a king."

Nine per cent thought Peter "a priest."

Six per cent thought Revelation "a province."

Six per cent thought Caiaphas "an apostle."

Twelve per cent thought Ephesians "a province."

Six per cent thought Martha "a book in the Bible."

Nine per cent thought amen "an applause."

Fifty per cent thought amen "a stop."

Thirty-three per cent thought Centurion "a century."

Fifteen per cent thought Centurion "the middle point."

Nine per cent thought Elders "bushes."

Thirty per cent thought Gethsemane "a city of Egypt."

Twenty per cent thought immortality "death."

Nine per cent thought immortality "breath."

Twenty-five per cent thought resurrection "the building of the temple."

Forty-five per cent thought Scriptures "quotations."

Eighteen per cent thought scribes "bad men."

Nine per cent thought tithes "things fastened together."

Twenty-five per cent thought tithes "missionary money."

Sixteen per cent of the high school students neither knew where Christ was born nor the name of his mother.

Sixty per cent knew not that Peter, James and John enjoyed the larger confidence of Jesus.

Seventy per cent did not know what to call the Sermon on the Mount.

Sixty per cent did not know what Christ said about loving one's neighbor.

Twelve per cent did not know the first clause of the Lord's prayer.

Sixty-five per cent did not know the Golden Rule.

Thirty-five per cent thought that the book of John was located very close to Revelations.

In the following quotation from Lowell's "Irene" "No want of faith that chills with side-lone eye hath she; no jealousy, no 'Levite pride'

that passeth by upon the other side," eighty per cent did not know what story is here referred to in the Bible.

Is America relapsing into barbarism? Is there any connection between our Bible ignorance and our juvenile crime? What are we going to do about it?

Department of

## Child Hygiene and School and Home Sanitation

Conducted by the

**MISSOURI TUBERCULOSIS ASSOCIATION**

**W. McN. Miller, M. D., Editor**



**I**N New York City on January 31st at a meeting of one thousand local managers of the Metropolitan Life Insurance Company from various sections of the United States and Canada, Mr. Haley Fiske, president of the company, reported that the mortality of policy holders of that company in the last ten years had declined 29.5 per cent as against a decline of 16.7 per cent in the mortality registration area of the United States. This decline in mortality since 1911 means a saving of 141,609 lives and a lessening of \$28,200,000 in death claims to the company. This favorable relative decline of the death-rate on the part of policy holders is attributable to the liberal and commendable business-like practice of the company in giving health education and health service to the families of its policy holders.

Mr. Fiske also reported that in Framingham, Massachusetts, where the Metropolitan Life Insurance Company, in co-operation with the National Tuberculosis Association and local health and educational departments and volunteer organizations, in the last six years the death-rate from tuberculosis had been reduced 68 per cent. Equivalent figures for estimating corresponding percentage reduction of the tuberculosis death-rate in Missouri are not available, but in the ten year interval 1911-1921, the death-rate from the disease in Missouri outside the cities having a population of 10,000 or more had declined 46 per cent.

In rural Missouri the fight against disease has been conducted almost exclusively by health education through the public and

private schools, frank and unquestionable evidence of the effectiveness of systematic health education. In Framingham where no effort was spared, a decline of 68 per cent in six years was registered; in rural Missouri, where the effort was largely restricted to health education in the schools, a decline of 46 per cent in ten years was recorded.

If to such service as was rendered in the fight by the schools of rural Missouri, there could be added improved health educational methods and the service of well-organized county and town public health departments, what might not be accomplished for the health economic welfare of the State.

### The Significance of Child Health Work.

From the New York Times of January 30, 1924, we quote: Dr. Eugene Lyman Fisk, Medical Director of the Life Extension Institute, said yesterday at the Annual Teachers' Institute of the Manhattan Training School, that it is possible to save enough lives under ten years of age to make this country independent of immigration.

"It is possible to build a race in this country that will develop its resources without manpower from foreign parts," said Dr. Fisk. "It is possible to cut the sickness rate in industry to a point that will fully compensate for absolute closure of our doors to foreign labor. There are now means available for bringing practically the whole population under a life-lengthening and health-building system that will give us world leadership in the fight for human happiness and freedom—the only kind of freedom worth having, physical and moral freedom.

without which political freedom is meaningless."

### **The Next Forward Health Step.**

President Ray Lyman Wilbur of Stanford University, California, President of the American Medical Association, told the doctor's attending the Tri-State Medical Association in convention at Des Moines, Iowa, last November, that "Medical aid of the same sort for every man regardless of his economic status will be the next forward step of the medical profession," and that "If doctors could apply all they know to all the people, not only would life be prolonged and human happiness increased, but the whole aspect and order of life would be altered."

### **The Time-Element in Health Education.**

At the time of writing this, the fate of the proposed Amendment No. 5 to the State Constitution of Missouri still awaits ratification by the voters of the State, but should it be ratified at the Special Election, the way to the realization of leadership by Missouri in health education and public health service will be opened, with the consequent eradication of tuberculosis and improved general health and economic welfare throughout the State.

However, we who would attain this goal must ever have in mind that ours is a fleeing goal which must be pursued. To attain it we always must have in mind that the time-element ever must enter into our calculations; but, fixing a goal for the time being, it still will require persistence to attain, as has been well observed by Dr. G. M. Cooper, editor of the Health Bulletin of the North Carolina State Board of Health.

Dr. Cooper says: It requires something like ten years of consistent, persistent endeavor to effect noticeable and valuable results in any educational program. The work of public health, if it is anything, is educational. To be effective the efforts must certainly produce reaction among a majority of the whole population. The efforts must be persistent and must continue with unabated vigilance.

So let us of Missouri who see, know, aspire and have abiding faith and hope, keep constantly and everlastingly at it, leading and pointing the way to the ultimate goal—systematic all-round humanhood for all.

### **Child Health Education.**

When in 1916 the National Tuberculosis Association inaugurated a movement for child health education, the essence of which was the specific performance of a series of "health chores," a long step forward was taken in the field of child health education. When a short time later the Child Health Organization of America began a campaign to dramatize child health education and to make health appealing to school children by specially prepared literature, by entertainers and other devices, another significant stride forward was taken. The entrance of the Junior Red Cross into the field of child health education marked another milestone of progress.

The combined emphasis of these three organizations, together with such groups as the Parent-Teachers' Associations, General Federation of Women's Clubs, and many school authorities, federal, state and local, a mighty conviction that the teaching of the "three R's" is not enough. Into the old, formal, traditional curriculum must be injected a new course, one that will deal with the positive health education of school children. Boys and girls must be taught not only to read and write, but they must be taught the value of health, how to maintain health, and, in fact, they must be given a desire to be healthy.

Whether this task can best be performed by any of the so-called systems of health education now in vogue is a matter that only the age-long process of trial and error will eventually demonstrate. Every system that has been tried has demonstrated significant results. The time is ripe now, however, for a much more concerted study of the methods employed. Out of such study should emerge a finer and better system of child health education than has thus far been in vogue.

LINSLEY R. WILLIAMS, M. D.,

Managing Director, National  
Tuberculosis Association.

—From JOURNAL OF THE OUTDOOR LIFE,  
Feb., 1924.

**THE REGULATION OF "QUACKS."**

Recent disclosures in Connecticut and elsewhere have brought to light a condition which should result in prompt action. According to newspaper reports, hundreds and even thousands of men have been "graduated" from medical diploma mills with less knowledge of medicine and the human body, to say nothing of public health than the average chiropractor. The examining and licensing of plumbers is a generally accepted procedure, but the worst that an ignorant, unlicensed plumber could do is little or nothing compared to what an untrained, so-called "doctor" under whatever guise he may practice could do. The human body is the most delicately adjusted piece of machinery that there is in the universe. For

the government to allow the individuals and cults to practice without proper training is almost akin to giving permission to commit criminal acts.

THE JOURNAL OF OUTDOOR LIFE is therefore in the utmost sympathy with the National Board of Medical Examiners, the American Medical Association and other organizations that are aiming for higher standards of medical practice and recognition. We welcome the first edition of the National Board Bulletin put out by the National Board of Medical Examiners as a step in the right direction.

P. P. J.

—From JOURNAL OF THE OUTDOOR LIFE,  
Feb., 1924.

**Standards for Accrediting High Schools**

By State Superintendent CHAS. A. LEE.

These Standards supersede all previously published, and become effective September, 1924.

NOTE: Superintendents, Principals and Teachers now in service in any high school with lower qualifications than stated in these Standards shall be regarded as qualified to teach in high schools of the same class, provided they complete five semester hours college credit each year by residence, correspondence or extension in an approved institution; provided further, that teachers teaching in third class high schools who meet the minimum academic requirements for subjects in second class high schools shall be considered as qualified to teach in a second class high school, provided they complete eight semester hours per year, and teachers in a second class high school who meet the minimum academic requirements for subjects in a first class high school, shall be considered as qualified to teach in a first class high school, provided they complete eight semester hours per year, provided further, all persons who were teaching in first class, second class or third class high schools in the year 1922-23 and who quit teaching to attend school during school year 1923-24, will be considered qualified under these new requirements, provided they teach in a high school of the same class, even though they do not meet these requirements.

**FIRST CLASS SCHOOLS.**

**Superintendents, Principals and Teachers—Academic and Professional Preparation.**

1. Superintendents and principals shall have

completed at least 120 semester hours of college work in a standard institution, including twenty-four semester hours in education, nine hours of which shall be in Administration and Supervision. All superintendents of first class high schools must devote at least one-half time to supervision.

Teachers shall have completed 120 semester hours college work in a standard institution, at least fifteen of which shall be in education.

NOTE: If teachers of commercial work, music, art, manual training and physical education cannot be found meeting the requirements as stated, the State Department will lower these qualifications until, in his opinion, we have teachers in these subjects meeting the qualifications as listed here.

**2. Minimum Academic Preparation in Subjects Taught.**—While the following represents the minimum requirement in the number of hours in each subject taught the Department recommends that every teacher in a first class high school have at least twenty-four hours college work in one major subject with a two hour course in the teaching of the subject.

**English.**—Fifteen hours with at least two hours additional in the teaching of High School English.

**Latin.**—Fifteen hours college credit, or ten hours plus three more high school units and a two hour course in the teaching of High School Latin.

**Social Science** (including History, Geography, Civics, Sociology, Economics)—A minimum of fifteen hours credit in Social Science which should include special preparation in each course taught, and a two hour course in the teaching of Social Sciences.

**Mathematics**—Fifteen hours college credit or ten hours and three or more units of high school mathematics, and a two hour course in the teaching of high school mathematics.

**Modern Languages**—Fifteen semester hours credit or ten hours and three or more high school units, and a two hour course in the teaching of modern languages.

**Science**—Minimum of seven and one-half semester hours credit in each course taught and a two-hour course in the teaching of high school science, or five hours in each course taught and five hours in a closely related science.

**General Science**—Fifteen hours in Science with a minimum of five hours of physical sciences and five hours in biological sciences and a two-hour course in the teaching of high school science.

**Agriculture**—Fifteen hours with a minimum of two and one-half hours in each of the following departments: Plant Reduction, Animal Husbandry and Soils. A two-hour course in the teaching of high school agriculture.

**Home Economics**—Fifteen semester hours with a minimum of five hours in Domestic Arts and five hours in Domestic Science. A two hour course in teaching Home Economics.

**Commercial Courses**—Ten hours in English, five hours in Economics and two and one-half hours in mathematics, with seven and one-half semester hours or its equivalent in each unit course taught, and five hours in each one-half unit course taught and a two hour course in methods of teaching commercial work.

**NOTE:** The term equivalent is to be interpreted in each case by the State Department of Education.

**Music**—Fifteen hours in Music or its equivalent.

**Art**—Fifteen hours in Art or its equivalent.  
**Manual Training**—Fifteen hours in manual training.

**Physical Education**—Fifteen hours in Physical Education, Health Education, Hygiene and allied subjects and a two hour course in the teaching of Physical Education.

**Education (Teacher-Training)**—One hundred twenty hours college credit including or supplemented by thirty hours in education.

**Vocational Agriculture**—The completion of the full four years course prescribed by the State Board of Education for the training of Smith-Hughes teachers of Vocational Agriculture.

**Vocational Home Economics**—The completion of the full four years course prescribed by the State Board of Education for the training of the Smith-Hughes teachers of Vocational Home Economics.

**Trades and Industries**—The completion of the courses prescribed by the State Board of Education for the training of Smith-Hughes teachers of Trades and Industries.

## SECOND CLASS SCHOOLS

1. Superintendents and principals shall have completed at least ninety semester hours of college work in a Standard institution, including at least fifteen semester hours in education, five

hours of which shall be in Administration and Supervision.

Teachers of Academic subjects shall have completed at least ninety semester hours of college work in a Standard institution, at least ten hours of which shall be in education.

### 2. Minimum Academic Preparation in Subjects Taught.

The number of hours in each subject taught for teachers in second class schools shall be the same as the requirements for teachers in first class schools, except where a teacher has to teach two or more different subjects. In such cases the requirement will be as follows: Fifteen hours for the major subject, and ten hours in each of the minor subjects, with a two hour course in methods.

## THIRD CLASS SCHOOLS.

1. Principals and teachers shall have had at least sixty semester hours of college work in a Standard College, including at least seven and one-half hours in education.

### 2. Minimum Academic Preparation in Subjects Taught.

**English**—Six semester hours college credit.

**Latin**—It is not advised that this subject be taught in third class schools, but if taught the requirements prescribed for first and second class schools must be met.

**Social Sciences** (Including History, Civics, Sociology, Geography, Economics)—Ten semester hours college credit which should include special preparation for the particular courses taught.

**Mathematics**—Seven and one-half semester hours credit or five hours and three high school units.

**Modern Languages**—Same as for first and second class high schools.

**Sciences**—Five semester hours credit in each science taught.

**General Science**—Ten semester hours, including five hours in physical sciences and five hours in biological sciences.

**Agriculture**—Ten semester hours with two and one-half hours in each of the following departments: Plant Production, Animal Husbandry and Soils.

**Home Economics**—Ten semester hours with special preparation in the phase of the subject taught.

**Commercial Courses**—The same as for first and second class schools.

**Music**—Same as for first and second class schools.

**Art**—Same as for first and second class schools.

**Manual Training**—Same as for first and second class schools.

**NOTE:** While not a requirement the Department recommends that teachers in third class high schools shall have a two hour course in the teaching of each subject taught.

Recommendations of the State Department of Education regarding Elementary teachers in first class, second class and third class school systems.

All elementary school teachers now teaching in first class, second class or third class school systems will be considered qualified under the new requirements, provided they make at least five hours per year by correspondence, extension, or summer school work.



**First class school systems**—Beginning September 1, 1924, all elementary school teachers in first class school systems should have fifty hours of college work above a four year high school course. Beginning September 1, 1925, and thereafter, all elementary teachers in first class school systems should have sixty hours of college work in addition to a four year high school course.

**Second Class School Systems**—Beginning September 1, 1924, all elementary teachers in second class school systems should have forty hours of college work in addition to a four year high school course. September 1, 1925, fifty hours of college work, September 1, 1926, and thereafter sixty hours of college work.

**Third Class School Systems**—Beginning September 1, 1924, all elementary teachers in third class school systems should have thirty hours of college work in addition to a four year high school course, September 1, 1925, forty hours of college work and September 1, 1926, fifty hours of college work.

### BUILDING.

1. The playground facilities and the location and construction of the high school building, the lighting, the heating and the ventilation of the rooms, the water supply, the toilets, school furniture and methods of cleaning shall be such as to secure hygienic conditions for both the pupils and teachers.

2. There must be a sufficient number of properly furnished rooms to provide adequately for all the regular school work.

a. In a first class high school there should be a sufficient number of recitation rooms—as many as there are classes at any one hour—seated with single desks, provided with slate blackboards, book case, teacher's desk and chair.

b. An auditorium sufficiently large to seat the entire school. If this room is equipped with movable seats it can be used as a gymnasium.

c. One room for laboratory science.

d. A room with book cases, table and chairs to be used as a reading room library.

e. A room for domestic science and art.

f. A room for shop work.

g. A principal's office.

h. In a large high school a rest room for teachers and students which may be used by the school nurse or school physician.

3. All schools must be equipped with sanitary drinking fountains, a modern system of heating and ventilating and be equipped with sanitary toilets.

In every case the toilets must meet the requirements as set up by the State Board of Health.

In the equipment and furnishing of the rooms used, the second and the third class high schools should meet the same requirements as stated above for first class schools.

### ORGANIZATION AND ADMINISTRATION.

1. The efficiency of instruction, the acquired habits of thought and action, the general intellectual and moral tone of a school are paramount factors, and schools that rank low in these particulars as evidenced by careful sympathetic inspection will not be accredited.

### 2. Length of Term.

In the first and second class high schools the term must be not less than thirty-six weeks, inclusive of legal holidays. In the third class high schools the term may be not less than thirty-two weeks.

The length of term in the elementary grades must be the same as that for the high school.

### 3. Number of Teachers.

The minimum of teachers in the first class high school shall be three. In a second class high school two teachers, and in third class high school one teacher.

### 4. Requirements for Graduation.

The first class high schools shall not require less than fifteen nor more than sixteen units for graduation. The second class high schools shall require twelve units and the third class high schools eight units for graduation.

### 5. Constants.

In the first and second class high schools all pupils must be required to take three units in English, three in Social Science, one in Mathematics, one in Science, and Physical Education at least two years carried as a special subject, with or without credit. In the third class high schools two units in English, two in Social Science, one in Mathematics and one in Science must be required of all pupils.

### 6. Ratio of Pupils to Teacher.

The number of pupils per teacher based upon average attendance should not exceed thirty, and the number of pupils in any class or recitation section should not exceed thirty-six.

### 7. Length of Period—Teacher's Load.

All periods should be forty minutes in the clear and it is recommended that no teacher should teach more than six periods per day.

### 8. High School Records.

Accurate and complete records of attendance and credit must be kept in such form as to be conveniently used and safely preserved.

### 9. Admission—Advanced Standing.

A certificate of graduation issued by the county superintendent of schools must be required of all pupils for entrance, except pupils who have completed the eighth grade in an accredited school over which the county superintendent has no jurisdiction. Students coming from accredited high schools shall receive credit for work completed as shown by the Circular of High School Credits issued by the State Superintendent of Schools.

Pupils from unaccredited schools may be admitted to conditional standing by passing an examination given by the county superintendent on a list of questions furnished by the State Department. The examination papers must be graded by the superintendent or principal of the school and filed for the inspection of the High School Inspector.

### 10. Credit for Outside Work.

No credit will be given for work done during or after school hours away from the school and over which the school has no direct supervision.

11. The Department recommends that four one unit subjects be the standard of work required of all students. Exceptional students may be permitted to carry five one unit courses. All students doing average work may be permitted in addition to the four one unit subjects, to carry one special subject, such as Typewriting, Chorus, Orchestra, etc. Such special subjects should require no outside preparation, and should recite for forty minutes daily and count for one-half unit credit.



## 12. Relation of the High School to the Elementary School.

The high school must not be thought of as a separate institution with aims and functions independent of the elementary school below it and the colleges and university above it. Since it is so vitally affected by the elementary school and building equipment, and quality of instruction of these schools must be taken into account in the classification of the high school.

### EQUIPMENT.

#### 1. Library.

The library shall be adequate to meet the needs of instruction in all courses offered in the school.

2. In all first class schools the library must be classified on the Dewey Decimal System. Libraries in second and third class schools must be classified and cataloged in a way which will insure efficient use of the library.

#### 1. Laboratory.

The laboratories shall be adequate to meet the needs of instruction for each student in each course offered in the school.

2. The apparatus must be properly cared for and a complete inventory made of it at the close of the year. A list of all laboratory apparatus should be on file in the superintendent's or principal's office.

## Picture Study for March, 1924

SPRING—Corot.

### The Artist.

Jean Baptiste Camille Corot was born in Paris. It is a curious fact that many of our best landscape painters were born and reared in cities. It may have been their longing for what they did not have that spurred them to greater efforts. He was born July 26, 1796. Corot's parents were in comfortable circumstances and his father set him up in the shop-keepers business but this was not the life that Corot liked and he often petitioned his father to be allowed to study art.

When he was twenty-six years of age his father offered him an allowance of three hundred dollars a year and permission to study, and was surprised when his son accepted it.

He was very modest and had it not been for this he might have been discouraged with his slow progress in public approbation. When his first purchaser came to his studio in 1841 and he was offered ten pounds for a picture, Corot insisted on adding some small canvasses to be perfectly fair.

His best work was done in the last twenty-five years of his life in Ville d' Avray. He would often get up at three in the morning and go to the woods, sit at the foot of a tree, and patiently wait until he world awoke. When the sun was up he would return home and put his happy dreaming on canvas. Corot loved nature and translated it through his own moods. His pictures contained the beauty of light and air.

No painter has ever exhibited a greater refinement in his color schemes. Gray and green are the chief colors used.

His personality was pleasing and he had many friends.

### The Picture.

In this picture Corot is representing the joys of a glad spring day.

When Mother Nature laughs around;

When even the deep blue heavens look glad.

And gladness breathes from the blossoming ground.

It is early spring. The trees are dressed in delicate green. The mist is rising from the lake and the play of misty light and shadow makes us feel that we are in dreamland. We hear the song of early birds, and the rustle of leaves. New life and joy and freshness are everywhere. No artist has painted more beautiful trees. We learn to know Corot's trees by their exquisite tracery against the sky.

This is a happy picture painted by a happy man. The artist loved to study trees and clouds when a boy and he carried this liking all his life. He never gives us the hard facts of nature but the feeling of nature.

The picture seems full of music from the quivering leaves and waving grass to the shifting clouds although there is not a bird in sight, we know that they are there, and it takes very little imagination to hear them singing.

We cannot tell what kind of trees are in this picture because Corot paid very little attention to details. He wants to make us feel the beauty of the sunlight on their tender leaves, their growth, and the protection they offer to birds and men. The skillful blending of colors, of light and shade, gives it that mysterious misty quality which is one of its chief charms.

## Department of Physical Education

### THE STATE LETTER IN PHYSICAL TRAINING

There has been some misunderstanding on the part of High Schools of the article in the February SCHOOL AND COMMUNITY as to whether this statement referred to them. This statement was for the letter offered to the teachers colleges and the department of education at the University. It is also open to the teachers of the State who go to summer school during the summer.

There was one omission in this article as to the points which may be gained and that is the points on volley ball which are the same as for the other games.

The Department is also offering 200 points on any of the games mentioned, provided the student will not merely learn the game well, but also coach a team in this sport for not less than ten periods.

Fifty to seventy-five per cent of students have physical defects which they will have to correct before they can win the letter and

the physical examinations should be given as early as possible to discover these and the necessary corrective exercises begun. The following are suggestions for the correction of physical defects.

HENRY C. CURTIS,

Director of Hygiene and Physical Training.

### SUGGESTIONS FOR THE CORRECTION OF PHYSICAL DEFECTS

#### 1. Round Shoulders.

This is a common accompaniment of under nourishment and low muscular tone but is often caused by sitting and working positions. For the correction of this defect volley ball is one of the best of exercises provided, the student gets the two handed return and reaches as high as possible for the ball. Other good exercises are rotation of the shoulders, forcing them back as far as possible with arms perpendicular to the body also take full arm swing, forcing the shoulders backward. Other good exercises are: lying on the face on the bed, night and morning, lifting head and shoulder from the bed as far as possible making a swimming movement with arms twenty times; another, to stand a few feet from the wall at arms length, put hands on the wall at width of shoulders, bend forward touching wall with head, forcing the body forward. These exercises should be repeated for five minutes or so, night and morning, until the correction is made. It will probably take from two to six months to overcome a bad case of round shoulders.

#### 2. Forward Head.

In order to correct forward head put hands at back of head forcing head back against the hands. Repeat movement twenty times night and morning. The swimming movement on the bed is also excellent. Nothing is better than volley ball if the net is kept high enough.

#### 3.—Irregular Shoulders.

If one shoulder is lower than the other extend the arm above the low shoulder as high as possible about twenty times night and morning. It will be better if a dumb bell is used.

#### 4.—Spinal Curvature.

Where the students right shoulder is low he will nearly always be found to have a

curvature on that side which means that the muscles of this side are contracted. The best corrective for this is to bend the body to the other side touching the floor with the hand if possible. Repeat twenty times. It will take several months, night and morning to correct this defect.

#### 5. Week or Irregular Heart.

This does not indicate, unless in extreme conditions, that the student should take no exercise. The conditions will nearly always be improved by walking, dancing and less strenuous forms of play.

#### 6. Insufficient Lung Capacity.

Each student should have a chest expansion of at least two inches. In the case of girls this may be the average of expansion in upper and lower chest. Any vigorous exercise will increase lung capacity but volley ball is especially recommended as in the high reaching it raises the chest and helps respiration. Walking, rowing, and hill climbing are excellent, also all forms of running.

#### 7. Condition of the Skin.

In many cases students have skin broken out. This usually means that they are eating too much meat or vegetables fried in grease and that they are getting too little acids and salads, or constipation. The remedy is naturally the avoidance of these things.

#### 8.—Malnutrition.

The cure of malnutrition is proper amount of exercises in the open air, plenty of sleep, avoidance of extreme exertion, rest periods, absence of worry and the proper food. In most cases it means drinking from one to three quarts of nourishing milk a day by each student. Overweight pupils should avoid fat, cream, much butter or candy. They should eat soups, salads, and green vegetables and never more than three meals a day, without piecing.

#### 9.—Flat Feet.

Flat feet or broken arches are a serious defect, as they make it painful for a student to stand for any length of time. Students should practice walking with feet parallel throwing the weight on the outside of the feet rather than the inside and often walk on the toes and balls of the feet without allowing the heels to touch. Oftentimes a Ground Gripper Shoe will help.

T  
than  
into c  
lives  
nobili  
touch  
Who  
his G  
his w  
system  
high  
the m  
princi  
He lef  
ars wh  
that a  
a trad  
esty a  
left th  
courag  
that n  
from  
richer  
Mr.  
formed  
For tw  
against  
which  
man o  
his ph  
"Mr. I  
twenty  
time."  
ture to  
persons  
intimat  
cumsta  
have g  
genial  
was ne  
either  
croachn  
from th  
paid li  
hoverin  
maintai  
should  
against  
Rooseve  
quered  
rage of  
was the  
brilliant  
where n  
surrend  
of weak  
As an  
men an  
of Mr. I  
important  
tally ho  
the door  
could ne  
of Truth  
man an  
did not  
hand, I  
and whe  
enough  
freedom  
the right  
wherever  
was not

## Frank Hamsher—An Appreciation

By DWIGHT L. BRADLEY

**T**HE greatest thing in the world is the influence of a man like Mr. Hamsher. It is worth more than money. It is stronger than armies. It survives death and carries on into eternity. Its monument is built of human lives and its memorial is found in character and nobility exemplified by those who have been touched by it.

When Mr. Hamsher left our world to go upon his Great Adventure, he left to Webster Groves his will and testament. He left an educational system founded upon thoroughness, progress and high ideals. He left an esprit de corps among the members of the Board of Education, the principals and the teachers. He left a great body of scholars who are loyal to the things that are worth while. He left a tradition of intellectual honesty and spiritual depth. He left the imprint of his own courage. I venture to believe that no man who ever went from us has bequeathed a richer heritage than his.

Mr. Hamsher's personal life formed the basis of his power. For twenty years he struggled against physical difficulties which would have overcome a man of lesser stamp. One of his physicians remarked that "Mr. Hamsher has lived for twenty years on borrowed time." He simply forced nature to give him time. Few persons, unless they happened intimately to know the circumstances of his life, would have guessed that this hearty, genial and indomitable man was never for a moment free either from the actual encroachment of fatal disease or from the threat of attack. He paid little attention to this hovering danger excepting to maintain habits of life which should give him resistance against his trouble. Like Roosevelt, Mr. Hamsher conquered his body by the courage of his soul. The result was that he could achieve a brilliant professional success where most of us might have surrendered and lived the lives of weak despair.

As an inspiration to young men and women, the career of Mr. Hamsher is profoundly important. He was intellectually honest. Nothing passed the doors of his mind which could not give the pass-word of Truth. He was a churchman and a Christian, but he did not receive his religious belief at second hand. He fought out his intellectual problems and when he established his mind it was strong enough to resist all attack. He encouraged the freedom of individual thought, and insisted upon the right of people to follow the light of truth wherever it led them. On the other hand, he was not a destroyer of faith. He simply built

religious faith out of the solid rock of honesty.

He was broadminded and tolerant. He was a man with whom it was possible to disagree without incurring his displeasure. He allowed each person to have his own ideas, and was keenly interested in different points of view about all matters—educational, economic, political and religious.

He was great-hearted and a true friend. His loyalty was wonderful. It is impossible to think of Mr. Hamsher as having ever even been tempted to do or say an unfair or unkind thing. He stood by his friends like a lion, and would fight for justice to the last ditch. He tried to

find the good in people whom he could not understand and always put the best interpretation upon the acts of those who seemingly had done a wrong. Thus he was magnanimous in his judgments and kind in his criticism.

He was pure in heart. Who could conceive Mr. Hamsher involved in any form or hint of questionable deed or thought? He was as clean as a hound's tooth. In fact, in the presence of Mr. Hamsher, evil and impurity slunk shamefacedly away. His clear eye and straight-forward look made crookedness and uncleanness feel uncomfortable. I cannot imagine that Mr. Hamsher ever laughed at a coarse joke or listened without open disgust to a filthy story. There was no taint in him.

He worked hard. His body was not nearly so good an instrument for hard work as that of almost anyone else, but he made it do business for him. Even toward the last, with intense pain and failing functions, he went daily to his office, driving his own car, and insisted upon attending meetings where it seemed impossible for him to endure it. The most disheartening thing to him, about his illness and possible recovery was the fact he might never again be able to do a hard day's work.

He was a man of thrift. Both in his private affairs and in his handling of public funds, he made one dollar do the work of ten. Waste was abhorrent to him. Luxury was not in his catalogue. He thought of money as being an energy with which to accomplish great things and not as the slave of idle satisfaction.

His example is a model for us who in these days are so easy-going about the way in which we throw around the money which someone else has labored to create.

I might make mention of a score of other outstanding virtues that characterized the life of Mr. Hamsher; but these will be enough. If every boy and girl, every high school student,



**FRANK HAMSHER,**  
Webster Groves, who died January  
7, 1924.

every college man and woman, every citizen should live up to the practical idealism of Frank Hamsher, this world would be revolutionized in 24 hours! The best way in which we may show our admiration and respect, will be to try to raise our lives to the standard which he set for himself. And, in the wonderful world to

which his spirit has now gone, he shall see us and be glad.

Let me candidly say that of all the men whom I have known in my lifetime, there was never one who seemed to me to illustrate more finely the ideal of The Christian Gentleman. He was and is my beloved friend. He was my great inspiration.

## ITEMS of INTEREST

### "LAFAYETTE COUNTY" CONTEST.

The Lafayette County Committee of the Great-Missouri Movement has launched an essay contest among the pupils of the schools of that county. The teachers and superintendents are urged to become leaders in encouraging the pupils to enter the contest. The rules and regulations which are placed in every school of the county are clear and to the point showing that the committee has given a great deal of study to the plan. Forty-eight prizes are offered in which are included 78 months free tuition to high schools and several cash prizes. A circular of information includes sources of material for the contest.

Professor F. M. Walters who for many years has taught Health and Hygiene in the Teachers College at Warrensburg is on leave of absence to do advanced study and research work in New York. He and Mrs. Walters made the trip by auto and a very interesting story of their mid-winter trip is given in the Warrensburg Star-Journal.

Seniors must take final examination just the same as ordinary folks according to the decision of a committee of the faculty of the Southeast Missouri State Teachers College, at Cape Girardeau. The decision was made after consulting the practices in other educational institutions

Miss Grace Shepherd, Director of Rural Education, has been granted a leave of absence by the regents of the Northwest Missouri State Teachers College. Poor health was the cause of this action and Miss Shepherd is taking treatment in a Chicago hospital. Professor H. T. Phillips will have charge of the work in rural education during her absence.

Miss Olive DeLuce, head of the Fine Arts Department of the Teachers College at Maryville and who has been prominently connected with the Department of Fine Arts of Missouri State Teachers Association has taken leave of absence to attend Columbia University.

Baldwin Hall, one of the Buildings of the Kirksville State Teachers College, said to be one of the oldest State College Buildings west of the Mississippi river was destroyed by fire on January 28th. The loss which included the library and many offices and class rooms will total more than \$250,000. Immediate arrangements were made to take care of all the work of the college in temporary quarters. A college is its faculty, students and spirit, anyway.

### WILLIAM A. GORE NEW HEAD OF WEBSTER GROVES SCHOOLS

William A. Gore, who for the past four years has been principal of the Madison School in St. Louis, was appointed on February first to succeed Superintendent Frank Hamsher, who died on January 7th.



W. A. GORE, Newly Elected Superintendent at Webster Groves.

According to a statement from the members of the Board of Education, Mr. Gore was selected from a large list of worthy applicants not only because of his personal and professional qualifications but also because of his residence in Webster Groves and his personal knowledge of the local school conditions.

Mr. Gore has both A. B. and A. M. degrees in the University of Illinois and has supplemented his educational qualifications by work in Columbia University, New York. Previous to his coming to St. Louis he had served as superintendent of Atwood and Jacksonville Illinois. During the war he was connected with the War Camp Community service.

Ed  
Publ  
of T  
tat  
soc  
point  
Act  
claim  
notice  
mere  
in wh  
follow  
to be  
discov  
letter  
to the  
profes  
line;  
comm

Exc  
sum  
suppl  
partic

DOCT  
On  
a down  
Presid  
ette, M  
died by  
He ha  
ries o  
Memph  
Doct  
preside  
tion t  
grown  
pated  
Only r



The Sto  
acc  
Our  
Ma  
I tak  
of teach  
biograp  
of a peo  
him bey  
ever kn  
ever, so  
are not  
that Sa  
a school  
doxes,  
"addict  
mouthed  
thodox,"  
characte  
son was  
his life,  
son had  
the sch  
has a d  
stimulat  
reading  
school a  
making  
vision of

**Ernest E. Olp**, chairman of the Press and Publicity Committee of the National Association of Teachers Agencies has promulgated a tentative code of ethics for the members of the Association to consider. The code contains ten points among which are the following:

Actual service must be rendered before any claim can be made for a fee or commission; notices of vacancies must not be based upon mere hearsay; employer's request as to manner in which vacancies are to be taken up must be followed; every reasonable effort must be made to be investigate the record of candidate; those discovered unfit must not be recommended; letters concerning candidates must not be shown to them; agency work should be regarded as a profession and should not be handled as a side line; not more than one agency shall claim a commission for the same position.

**Excellent opportunity to make money this summer selling our line of school furniture and supplies. Good territory still open. Write for particulars.**

**Superior School Supply Company  
Kansas City, Missouri**

#### **DOCTOR PAUL H. LINN DIES SUDDENLY.**

On February 1, while purchasing a ticket in a down town ticket office at Memphis, Tennessee, President Paul H. Linn, of Central College, Fayette, Missouri, was stricken with apoplexy, and died before the ambulance reached the hospital. He had been attending a meeting of the secretaries of the Christian Education Movement in Memphis.

Doctor Linn, for the past ten years, has been president of Central College and under his direction the endowment for that institution had grown from \$175,000 to \$1,000,000. He anticipated many years of usefulness to the College. Only recently he effected the union of Central

College and Howard-Payne for which he had worked for several years. In 1922-23 he served as president of both institutions.

He is a native of Missouri, having been born in Randolph county. He is a graduate of the college over which he presided at the time of his death. He received his A. B. degree in 1894 and continued in the college through 1895, receiving his A. M. degree. In 1897 he received the LL. B. degree from Washington University.

For a time, Doctor Linn taught in the public schools of Chillicothe, Mo., and after graduating from Washington University he practiced law in St. Louis for a short period. For the past twenty years he has been one of the most prominent men in the councils of the M. E. Church, South, holding many important pastorates, and for the past decade the presidency of the College. In his latter position he has been most prominently connected with the movement to raise the standards of efficiency in church schools and to put them upon a firmer financial basis.

#### **WEBSTER GROVES NEW HIGH SCHOOL TO BE A MEMORIAL TO**

**Superintendent Frank Hamsher.**

A new high school, to be erected in Webster Groves in the near future, will be called the Frank Hamsher High School, as a memorial to the splendid work accomplished by superintendent Hamsher during his seven years of service to the schools of that city.

Funds contributed by the pupils of the schools will be used for a tablet to be placed in the main corridor of the building. The tablet will bear the following words which were spoken by Superintendent Hamsher, shortly before his death, to his son:

**"IF YOU WANT TO BE PURE, HAVE GOOD COMPANIONS; WHEN IN TROUBLE, TURN TO GOD."**



**The Story of a Great Schoolmaster**, being a plain account of the life and ideas of Sanderson of Oundle, by H. G. Wells. Published by The Macmillan Company.

I take it as a compliment to the profession of teaching that Mr. Wells has been stirred to biographical effort for the first time by the life of a pedagogue. He says of Sanderson, "I think him beyond question the greatest man I have ever known with any degree of intimacy. However, some of Wells' statements in this book are not complimentary to teachers. The fact that Sanderson was bold and creative and yet a schoolmaster strikes him as the acme of paradoxes. "Stupidity and unteachable ignorance," "addicted to intellectual narcotics," "mealy mouthed," "fatuously conventional," "empty orthodox," are some of the phrases with which he characterizes the profession generally. Sanderson was none of these, not in the later years of his life, at least. For an Englishman, Sanderson had a wonderfully progressive conception of the school and, for another Englishman, Wells has a deep appreciation of him. The book is stimulating, interesting, and worthy of a careful reading by everyone who is interested in the school as a means to the reorganization and the making of civilized life, for this was the vision of F. W. Sanderson of Oundle School.

**The Pilot Arithmetics**, by Lou Belle Stevens, Harry B. Marsh, and James H. Van Sickle. Book I and Book II. Published by Newson and Company.

Book I is for use in grades three and four. Miss Stevens, Supervisor of Primary Arithmetic in the schools of New Rochelle, New York, and Mr. Van Sickle, Superintendent of Schools, Springfield, Massachusetts, are the authors. A cursory examination reveals abundance of drill materials in the fundamental operations, an effort to utilize the child's experience that involve number relations, and provisions for frequent reviews.

The "Teachers' Manual" for grades one to four, which accompanies Book I, contains reproductions of the material of the text with answers printed in bold type. It will serve to make teaching easier and to enable the teacher to use the text efficiently.

Book II covers material for grades five and six. Its authors are Mr. Van Sickle and Mr. Marsh, head of the Mathematical Department of the Technical High School, Springfield, Massachusetts. This book is well graded, practical in its content, furnishing abundant drill and review material.



**Progressive Education**, by George A. Mirick, Lecturer in Elementary Education, Graduate School of Education, Harvard University. Pages 314-x. Published by Houghton, Mifflin Company.

This is one of the rare books on pedagogy which makes the reader feel that he is getting something really worth the eye strain, and to wish that every teacher might read it. The author's exposition of the scientific and the philosophical ways of thinking is worth the price of the book even if the reader should pursue its reading no further, but, having read this, there is little danger of the book's being laid aside. Each problem is attacked scientifically. In Part I, composed of seven chapters, the contributions of the modern human sciences to education are treated. In Part II comprising the remaining seven chapters the implications of these contributions and their application to the life of the school and the teaching of the school subjects are dealt with.

**The Soil and Its Management**, by Merritt T. Miller, Professor of Soils, University of Missouri. Pages 386. Published by Ginn and Company. Price \$1.64.

Professor Miller has written a book which in content and method of presentation fills a real need in the high schools. An authority on soils, a teacher who knows how to transmit his knowledge to his students, he has in "The Soils and Its Management" shown himself to be also a writer of ability. Following each chapter is a list of questions based on the text of the chapter and a series of practical exercises which will recommend themselves to the practical teacher.

Yes, we publish the speller that you need. It is in the list below:

Wohlfarth-Rogers NEW WORLD SPELLER, Revised Edition

**First Book, Grades 3-4**  
**Second Book, Grades 5-6**  
**Third Book, Grades 7-8**  
**Teacher's Manual**

Wohlfarth et al. EVERYDAY WORDS

**Part I, Grades 1-4**  
**Part II, Grades 5-8**  
**Complete, Grades 1-8**

Tidyman SUPERVISED STUDY SPELLER, for all grades

Washburne INDIVIDUAL SPELLER, for all grades

**WORLD BOOK CO.,**

E. E. MORTON, 2126 Prairie Avenue,  
Missouri Representative Chicago, Illinois

# Accuracy

is

An Essential Qualification of  
Laboratory Equipment

We Spare No Pains to Establish  
and Maintain the Highest

## STANDARD OF EXCELLENCE



*Testing  
in our  
Meter Department*

Acquaint Yourself With  
**WELCH DEVELOPMENTS**

Write for Bulletin



*Lineman's testing instrument*



*Your Catalog*

of Welch Equipment  
is ready for you

**ASK FOR YOUR COPY**

- A—Agricultural Equipment
- B—Biological Equipment
- C—Chemical
- D—Physics and Chemistry Equipment
- E—Electric and Magnet
- F—General School Supplies
- G—Geography
- H—Programs and Textbooks

*Send Free to School Men  
Give Your Official  
Position*

A Guarantee of  
**SATISFACTORY PERFORMANCE**  
With Every Welch Product

*A Sign of Quality* **QUALITY WELCH SERVICE** *A Mark of Service*

**W. M. Welch Manufacturing Company**

1516 Orleans Street      Manufacturers, Importers and Exporters of Scientific Apparatus and School Supplies      Chicago, Ill., U.S.A.



Pictures that teach are a feature of the book. Nearly every page has one or more pictures, and each picture is so chosen and described as to convey some practical truth relative to silos.

The work is intended for and is suitable to use in the Smith-Hughes high schools and in normal schools where elementary courses in agriculture are pursued.

### THREE SUPPLEMENTARY READERS

**Reading to Find Out**, by Frances Ross is a book for silent reading in the primary grades. Its words are within the range of the child's ability. Its content is new (no fairies, no Mother Goose). It is about things that children want to know—how to play certain games—how to do certain things. The test as to whether the

child "gets the thought from the printed page" is absolute and natural.

**Under the Story Tree**, by Mabel Guinnip LaRue is a book of stories for beginners. Written in easy words, short sentences and about things of lively interest to little folk.

**Five Little Friends**, by Sherred Wilcox Adams, is for second or third grade readings. The five friends are three girls and two boys and the story tells of their fun and their activities at school and during vacation.

The books are illustrated by Maud and Miska Petersham, and the pictures are no small consideration in estimating the value of the books. They are published by The Macmillan Company.



## HOLDEN BOOK COVERS

FOR BOOK PROTECTION

### Holden Repairing Materials

FOR BOOK REPAIRS

SAMPLES FREE

## The Holden Patent Book Cover Company

MILES C. HOLDEN, President.

Springfield, Mass.

## A Better Teaching Position

in the next County, the next State or a thousand miles away may be yours by enrolling in the same Bureau the Best Employers there use when in need of teachers. Write TODAY for free copy of "STEPPING UPWARD." Free enrollment. Strictly Professional Service.

## The Western Reference and Bond Association

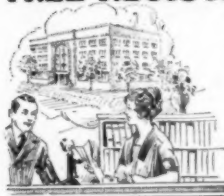
DEPARTMENT OF EDUCATION.

435 Gates Building

Kansas City, Mo.

## CLARK TEACHERS AGENCY

FREE REGISTRATION JOINING ALL OFFICES



CHICAGO  
Before April First, 64 E. Van Buren St.  
After April First, 64 E. Jackson Blvd.  
NEW YORK  
Flatiron Bldg.  
BALTIMORE  
211 N. Calvert St.  
PITTSBURG PA.  
5130 Jenkins Arcade

35<sup>th</sup>  
YEAR

We place  
Teachers  
Everywhere

MINNEAPOLIS  
Globe Bldg.  
KANSAS CITY, MO.  
N.Y. Life Bldg.  
COLUMBUS, O.  
8 E. Long St.  
SPOKANE, WASH.  
Cham. of Comm. Bldg.

WRITE ANY CLARK AGENCY FOR YOUR OPPORTUNITY



## COLLEGE GRADUATES

—TEACHERS OF ALL SECONDARY AND COLLEGE SUBJECTS—get a choice position thru us—any part of the country. Not an ordinary agency. More than half of the State Universities have selected our candidates. College graduates registered exclusively, except in vocational fields. Executives, report your vacancies. Teachers, write for details.

### SPECIALISTS' EDUCATIONAL BUREAU

ROBERT A. GRANT, President

144 Odeon Bldg., ST. LOUIS, MO.

### A LEADER IN CITIZENSHIP COURSES

In its resolutions at the St. Louis Convention, the Missouri Teachers Association recognized as indispensable to good training, courses in citizenship and vocational guidance and resolved that steps be taken in institutions of higher learning to give opportunity for this training. The College is, at present, the only college in Missouri offering such courses and there are few colleges west of the Mississippi offering vocational guidance courses.

C. E. Partch, who heads this department, received his B. S. at the University of Michigan and took graduate work in vocational guidance under Professor Brewer of Harvard. Write for Catalogue of this department.

### Northwest Missouri State Teachers College Maryville, Missouri.

### Massachusetts Institute of Technology

**UNDERGRADUATE COURSES** in Chemical, Civil, Electrical, Electrochemical, Mechanical, Sanitary, and General Engineering; in Architecture and Architectural Engineering, Mining Engineering and Metallurgy, Naval Architecture and Marine Engineering; in Biology and Public Health, Chemistry, Geology, Mathematics, Physics, and General Science; and in Engineering Administration.

**GRADUATE COURSES** leading to Master's and Doctor's degrees are offered in the above fields of Engineering, Science, and Industrial Research.

**SUMMER SESSION** includes large proportion of regular subjects, courses in Entrance subjects, and Special Courses for Secondary School Teachers of Chemistry, Mathematics, Mechanic Arts, Physics and Public Health.

For Bulletin and Information Address:

Registrar  
Massachusetts Institute of Technology  
CAMBRIDGE, MASS.

### A SERIES WHICH FUNCTIONS IN THE PUPIL'S DAILY HABIT

Elementary English: Spoken and Written.

By Lamont F. Hodge, Superintendent of Schools, Yonkers, N. Y., and

Arthur Lee, Superintendent of Schools, Clinton, Missouri.

A Two-Book Series,  
A Three-Book Series  
with  
Manuals for Teachers.

These books present a complete course in Elementary English.

Each lesson of the series in oral expression or written composition capitalizes some native interest or utilizes some experience of the pupil.

Training in correct usage is accomplished through interesting games, drills and devices for word study.

Grammar which is developed inductively is taught in its relation to correct usage.

CHARLES E. MERRILL COMPANY,  
New York. Chicago.

REPRESENTED BY  
A. G. STEAD 1314 University Ave.,  
Columbia, Mo.

**Do You Want a Better Salary?  
Do You Want a More Desirable  
Position?**

**Do You Want a Change of Location?**

Then Join the

## Missouri Valley Teachers Agency

MEMBERSHIP FREE

**No Charges Unless Position is Secured**

Write for membership blank,  
Address

## Mo. Valley Teachers Agency

3525 Benton Blvd.

KANSAS CITY, MO., or

315 Tabor Opera House

DENVER, COLORADO

**WE alone since  
the World War  
have been present-  
ed International  
Exposition Gold  
Medal awards  
covering our  
entire line of  
School Art Products**

**INSIST on our ma-  
terials when you  
want the best =**

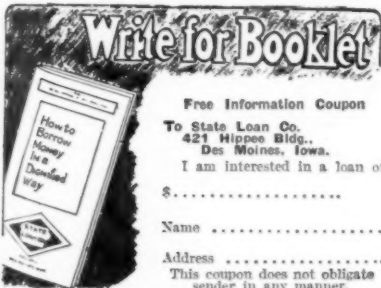
**THE AMERICAN CRAYON  
COMPANY**

ESTABLISHED 1835  
**SANDUSKY OHIO - NEW YORK**

## Loan Headquarters for Teachers

### YOU CAN BORROW

- \$25 to \$200
- in a Dignified Way
- without an Endorser
- on a monthly Re-payment Plan
- under State Banking Supervision
- in a Confidential Manner.



Free Information Coupon

To State Loan Co.  
421 Hippee Bldg.,  
Des Moines, Iowa.

I am interested in a loan of

\$.....

Name .....

Address .....

This coupon does not obligate  
sender in any manner.

## State Loan Company

421 Hippee Bldg.

Des Moines, Iowa

## Two Summer Sessions

OF THE

## University of Minnesota

**Dates: First Term, June 21st to July  
31st,**

**Second Term, July 31st to  
Sept. 5th.**

Courses in nearly all departments  
and colleges leading to degrees. Special  
emphasis on work both undergrad-  
uate and graduate for teachers, prin-  
cipals and superintendents.

Excellent Recreational facilities in  
charge of full-time director of recrea-  
tion

Bulletin sent on request.

Address—Director of the Summer Ses-  
sion, University of Minnesota,  
Minneapolis, Minn.

## Recommended by the Missouri State Reading Circle Board for the Pupils' Reading Circle

McIndoo Publishing Company, Kansas City, Mo.

Each book is attractively bound in cloth. Fully illustrated.

No. 168.	Nature Study for Boys and Girls, Third Grade	_____	\$ .58
No. 169.	Nature Study for Boys and Girls, Fourth Grade	_____	.58
No. 304.	Nature Study for Boys and Girls, Fifth Grade	_____	.59
No. 305.	Nature Study for Boys and Girls, Sixth Grade	_____	.68

Order these books from

**E. M. CARTER, Secretary, Columbia, Missouri.**

## ALBERT TEACHERS' AGENCY

25 E. Jackson Boulevard, Chicago.

"I want promotion and salary." Through the "Albert" many thousands have sought and found. Why not you? Send for booklet "Teaching as a Business." Best schools our clients. 39th year.

OTHER OFFICES:

437 Fifth Ave., New York.

Symes Bldg., Denver.

Peyton Bldg., Spokane.

*New Words, New Words*  
thousands of them spelled,  
pronounced, and defined in

## WEBSTER'S NEW INTERNATIONAL DICTIONARY

The  
"Supreme  
Authority"

Get the  
Best

Here are  
a Few Samples:

broadcast	sippio	agrimotor
overhead	Ruthene	capital ship
Esthonia	rotogravure	hot pursuit
Fascista	aerial cascade	Blue Cross
altigraph	junior college	Devil Dog
Flag Day	Czecho-Slovak	megabar
Red Star	mystery ship	plasmon
mud gun	abreaction	shoneen
paravane	Riksdag	Air Council

Federal Land Bank

Is this Storehouse  
of Information  
Serving You?

2700 pages  
6000 illustrations  
407,000 words and phrases  
Gazetteer and Biographical Dictionary

Write for a sample page of the *New Words*, specimen  
of Regular and India Papers, FREE.

G. & C. MERRIAM COMPANY, Springfield, Mass., U.S.A.



## A Good Photograph

with your application is necessary in securing a better position. It represents you when you yourself cannot be present. Officials seldom consider credentials without a photo.

A large photo is expensive, impractical and very easily lost. If you do not have small photos, send a large one, securely wrapped, together with \$1.50 and we will have 25 reproductions made about 2 1/4 x 3 1/4 inches, returning the original to you intact.

## NATIONAL PHOTO CO.

MINNEAPOLIS, MINN.

**THE PALMER METHOD PENMANSHIP PLAN**

recognizes the teacher who is in constant personal touch with her pupils as the **POTENTIAL POWER IN HANDWRITING REFORM.**

Teachers cannot teach what they do not know. The teacher in the Rural School who has qualified in and follows exactly the

**PALMER METHOD PLAN**

is obtaining the same astonishingly good results in easily executed plain-as-print handwriting as the teacher in the graded city school who has also qualified.

Any teacher can qualify in one school year as an inspirational and highly successful teacher of **PRACTICAL PENMANSHIP. OUR NORMAL COURSE IN PALMER METHOD PENMANSHIP** is offered free to all teachers whose pupils are supplied with Palmer Method Textbooks.

If you are not familiar with the **FASCINATING PALMER METHOD PLAN OF TEACHING GOOD HANDWRITING**, write immediately to our nearest office for information.

39 Irving Place  
New York, N. Y.

**THE A. N. PALMER COMPANY**  
2128 Calumet Ave., Chicago, Ill.

**Pittcock Bldg.**  
Portland, Ore.

**PLAYGROUND EQUIPMENT**

Now is the time to buy so you will be ready when Spring comes. Send for our free illustrated booklet on playground apparatus.

**MISSOURI STORE CO.**  
Columbia, Mo.

Depository for Library Books. Send for Catalog and Order Lists.

**Teachers We Place You IN THE BETTER POSITIONS**

Free registration—unexcelled service



Wm. Ruffer, Ph. D., Manager.

Attention: The Home Office, Denver, registers from east of Colorado only graduates from at least a two year course above high school.

**Branch Offices:**

Portland, Ore. N. W. Bank Bldg.  
Minneapolis, Minn. Lumber Exchange  
Kansas City, Mo. Rialto Bldg.

**TEACHERS WANTED**

The best schools are our patrons. Confidential Service. Free Registration.

Send for blank TODAY.

**CENTRAL EDUCATIONAL BUREAU**

Metropolitan Bldg.,

Saint Louis, Mo.

## Attractive Vacation Position

### Splendid Opportunity to Increase Your Income This Summer.

We desire correspondence with superintendents, principals and teachers who are interested in making some extra money during the vacation.

Our work is pleasant, dignified, enjoyable and from two to three times more profitable than most any other work offered to teachers during the summer.

Also opportunity for promotion and growth if you should be desirous of a permanent position.

Write fully giving age, education, past teaching experience and date school closes. Address:

**E. C. McBride, Sales Manager.**

### National Home and School Association

23rd and Grand, Kansas City, Mo.

## Text Books for Missouri Schools.

Usage Has Proved Their Value.

### HISTORY OF MISSOURI—C. H. McClure.

A school history entertaining and accurate. A book that assigns to Missouri its proper place in the development of national progress.

### OUR GOVERNMENT—Davis & McClure.

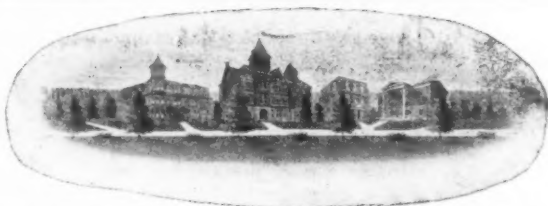
A text book in Civics with a Missouri Supplement. "Explanation of Terms," "Suggested Activities" and "Study Questions" combine to make Civics a matter of doing as well as learning.

**OUR GOVERNMENT** was recently adopted for exclusive use for a six year period by the state of Arkansas.

### LIDLAW BROTHERS,

1922 Calumet Avenue,  
CHICAGO.

CATALOGUE  
ON  
REQUEST



CATALOGUE  
ON  
REQUEST

## CHILLICOTHE BUSINESS COLLEGE

ALLEN MOORE, President

CHILLICOTHE, MO.



### An Excellent Paste for the School Room

Gluey Paste is splendid for all school purposes. It dries quickly and yet has the tenacity of hot glue.

Its fragrance makes it exceedingly pleasant to use. It is easy to apply evenly and quickly, and it is always ready for instant use.

Gallons, Stone, 6 to Case, per Case	.....\$7.50
Quarts, Glass, 12 to Case, per Case	.....5.00
Pints, Glass, 12 to Case, per Case	.....3.00

#### COLORED PAPERS

We carry a large stock of Colored Construction and Poster Paper, in all shades. Sample booklet will be mailed upon request.

#### SCHOOL SUPPLY DEPARTMENT

**BUXTON & SKINNER PRINTING & STATIONERY COMPANY,**

306-308 N. Fourth St.

St. Louis, Mo.



**SCHOOL FURNITURE**

and

**SCHOOL SUPPLIES**

We carry a large stock in our Kansas City Warehouse and ship same day we receive your order.

CATALOG SENT FREE ON REQUEST

Furnaces  
Heaters  
Chemical  
Closets  
Drinking  
Fountains  
School  
Busses



Laboratory  
Furniture  
Domestic  
Science  
Furniture  
Manual  
Training  
Benches  
Opera Chairs

Blackboards School Desks Crayons

If it's for a School,  
We Have It

**MIDWEST SCHOOL SUPPLY CO.**

The House of Quality

1320-1322 Main St.

KANSAS CITY, MO.



A Summer School Party Crossing Arapahoe Glacier

## ATTEND SUMMER SCHOOL IN THE COLORADO ROCKIES

The University of Colorado, in the foothills of the Rockies, offers you unsurpassed opportunities for combining summer study with recreation. Organized hikes and week-end outings in the mountains; mountain climbing; visits to glaciers; automobile excursions to Rocky Mountain National Park and other points of scenic interest; two mountain camps maintained for summer students; fishing; tennis. Altitude of one mile, within sight of perpetual snow, gives unexcelled climate and stimulating atmosphere.

FIRST TERM JUNE 16 TO JULY 22

SECOND TERM JULY 23 TO AUGUST 27

Courses in Arts and Sciences, Education, Music, Law, Business Administration, Medicine, Engineering. Many special courses for teachers, supervisors, and administrators.

Special opportunity for graduate work in all departments.

Excellent library and laboratories.

Daily organ recitals and public lectures.

Strong faculty, including many of the nation's educators.

## UNIVERSITY of COLORADO BOULDER, COLORADO

Where Last Year's Summer Students Came From



-----  
**SEND TODAY**  
For Complete Information

Registrar (Dept. M.)  
University of Colorado  
Boulder, Colorado.

Please send me the bulletins checked below:  
Summer Quarter Catalogue \_\_\_\_\_ Summer Recreation  
Bulletin \_\_\_\_\_ Field Courses in Geology \_\_\_\_\_ Field  
Courses in Surveying \_\_\_\_\_ Graduate School Bulletin \_\_\_\_\_

NAME \_\_\_\_\_  
Street and Number \_\_\_\_\_  
City and State \_\_\_\_\_

**School Drawing Books**  
*Practical Drawing Modern Arts Course*

**School Movement Writing Books**  
*Practical Writing Course*

**School Art Materials**

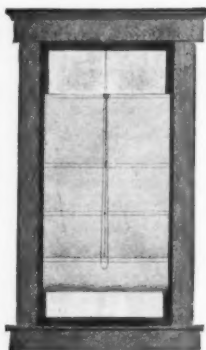
**Schoolroom Pictures**

**School Supplies**  
*(Miscellaneous)*

*Write Nearest Agency  
for Prices and Catalog*

**PRACTICAL DRAWING COMPANY**

DALLAS CHICAGO  
ATLANTA



Patented.

If—  
**IN YOUR COTTON  
DUCK WINDOW  
SHADES**

You Want  
**QUALITY  
SERVICE  
PRICE**

**WRITE TODAY TO THE**

**LUTHER O. DRAPER SHADE CO.  
SPICELAND, IND.**

**P. S.—We make the Roller and  
Folding Styles**

Teachers and students who read The Christian Science Monitor daily find it brings joy and efficiency to the school room.

They state unreservedly that through reading the Monitor's constructive news, editorials and features they obtain higher grades in English, Current Events, History and Debate.

The world's leading questions are discussed daily through exclusive correspondents in 225 cities.

The cost is only 3 cents a day on sale—subscription, 75 cents a month; \$9.00 a year.

Send for free sample copies and booklet, "Telling The World's Good News."

**The Christian Science Monitor**

**THE CHRISTIAN SCIENCE  
MONITOR COMMITTEE,**

**1993 Railway Exchange Bldg.,  
ST. LOUIS, MO.**

## **A Typewriting Program with SERVICE**

Gregg typewriting service is more than a book—it is a complete, scientific and modern program that includes:

1. Five basic "Rational" texts, adapted to every type of course or school.
2. Supplementary books.
  - (a) Typewriting Speed Studies, by Hakes.
  - (b) Seven Speed Secrets, by Smith and Wiese.
3. Monographs on the teaching of typewriting.
4. Extension courses.
5. Copy holders for typewriting books.
6. Students' Record Cards.
7. Rational Rhythm Phonograph Records  
(A set of 6 discs, containing 12 records.)
8. A system of prizes and awards.
9. A complete service headed by expert writers and teachers.

The Gregg typewriting program also includes

### **ADAMS' JUNIOR TYPEWRITING**

the only typewriting book written from the non-vocational viewpoint for junior high schools.

Check the books or branches of the service in which you are interested, write your name and address on the margin of this advertisement, and send it to our nearest office. (S. C.)

**THE GREGG PUBLISHING COMPANY**

285-5th Ave. N. Y.

New York Chicago Boston San Francisco London

## **QUALITY SCENERY**

**As Produced By Us**

Gives Greater Utility and is More Artistic. Write for our New Catalogue and Get the Facts.

**Stage Scenery—Velour Curtains—**

**Stage Lighting**

**KANSAS CITY SCENIC  
COMPANY**

Established 1889

Kansas City, Mo.

e  
t  
al

h  
s,  
r  
e-  
s.  
l-

-  
a  
t-

r

r-  
nd

C

10.